

# SCHOOL LIFE

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# SCHOOL LIFE



## CONTENTS OF THIS ISSUE

JUNE 1939  
Volume 24 Number 9

|   | PAGE                      |
|---|---------------------------|
| Editorials . Celebrate Lyceum Success . . . . .                 | J. W. Studebaker . . 257  |
| On this Month's Cover   |                           |
| Among the Authors   |                           |
| Convention Calendar   |                           |
| What Housing Means to Teachers . . . . .                        | Nathan Straus . . . 258   |
| How Hobbies Educate . . . . .                                   | Helen K. Mackintosh . 260 |
| The Child's Right to Family Security . . . . .                  | Arthur J. Altmeyer . 261  |
| State School Library Supervisors . . . . .                      | Ralph M. Dunbar . . 262   |
| Association for Childhood Education . . . . .                   | 263                       |
| Interpreting Education to Home and Community . . . . .          | Millicent J. Taylor . 263 |
| Latvian Schools and Their Attainments . . . . .                 | Janis Kronlins . . . 266  |
| Next Steps in Adult Civic Education . . . . .                   | Paul H. Sheats . . . 269  |
| Residential Schools for Socially Maladjusted Children . . . . . | Elise H. Martens . . 271  |
| Adult Education of Negroes . . . . .                            | Ambrose Caliver . . . 273 |
| Twenty-six Thousand Teachers Go to School . . . . .             | Howard W. Oxley . . 275   |
| School Transportation . . . . .                                 | David T. Blose . . . 278  |
| Kindergarten Enrollments . . . . .                              | Mary Dabney Davis . 279   |
| New Government Aids for Teachers . . . . .                      | Margaret F. Ryan . . 281  |
| The Vocational Summary . . . . .                                | C. M. Arthur . . . . 282  |
| Educators' Bulletin Board . . . . .                             | Susan O. Futterer . . 284 |
|   | Ruth A. Gray              |
| Educational News . . . . .                                      | 285                       |
| In Public Schools . . . . .                                     | W. S. Deffenbaugh         |
| In Colleges . . . . .   | Walton C. John            |
| In Libraries . . . . .  | Ralph M. Dunbar           |
| In the Office of Education . . . . .                            | John H. Lloyd             |
| In Other Government Agencies . . . . .                          | Margaret F. Ryan          |

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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# EDITORIAL



## SCHOOL LIFE

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JUNE 1939

## On This Month's Cover

The cover-page illustration this month shows the Broadway High-School Student Forum in action at Seattle, Wash. Our appreciation to Seattle.

## Among the Authors

NATHAN STRAUS, administrator, United States Housing Authority, gives SCHOOL LIFE readers an article this month in which he discusses *What Housing Means to Teachers*. Mr. Straus points out that one of the first things which the schools can do to make their knowledge and experience available to the local housing authority is to appoint housing committees composed of teachers, to investigate the country's housing problems, and to submit recommendations. He suggests that such committees could also develop studies on the effects of bad housing on scholarship and citizenship.

ARTHUR J. ALTMAYER, chairman, Social Security Board, gives SCHOOL LIFE readers an article this month on *The Child's Right to Family Security*. Chairman Altmeyer states that "school and vocational training, recreation and social contacts—all these are keys which help young people to discover them-

# Celebrate Lyceum Success

HOW many of today's supporters of public education are conscious of the fact that the aspirations of the people for the public schools were realized largely through a great discussion society, the Lyceum?

In a very real sense, the Lyceums provided an effective drive which made possible the realization of Horace Mann's dream of universal common schools. In May 1839, 100 years ago, this movement of more than 3,000 town discussion forums had succeeded in its major purpose to establish publicly supported common schools. In that month a national conference was held in New York. And from that point on the Lyceum changed its course. It turned its main energies to the building of enlightened citizenship among adults, having succeeded to a great degree in its promotion of public education for children.

The thousands of independent town Lyceums offered platforms for the great American lecturers who discussed American problems and issues. Among the speakers who frequented the Lyceums were such men and women as: Henry Ward Beecher, Wendell Phillips, William Lloyd Garrison, Charles Sumner, Robert Ingersoll, Oliver Wendell Holmes, Frederick Douglass, Susan B. Anthony, Julia Ward Howe, Mark Twain, James Whitcomb Riley, Ralph Waldo Emerson, and Henry David Thoreau. These men and women of different opinions aroused and led discussion of the many problems which beset a democratic nation.

It is, therefore, fitting in this year of 1939 that the educational forces of America recognize in some fitting manner the success of one of America's great forum enterprises in creating the foundations of the public-school system.

I give to the profession and to friends of public education this slogan: "The Lyceum forums gave America leadership for a far-flung system of public education; let that system of education now give America leadership in the creation of a new Lyceum of town forums."

*J. W. Studebaker*

Commissioner of Education.

selves and develop their own capacities and their own character."

PAUL H. SHEATS, field counselor Federal Forum Demonstrations, describes the *Next Steps in Adult Civic Education*.

Many communities, Dr. Sheats says, report plans for continuation of the forum program during the spring and fall. He also states that as techniques for the dramatic presentation of controversial issues over the air are perfected there is more and more inclination to use the radio as an aid to the stimulation of citizen interest in public offices.

JANIS KRONLINS' article this month entitled *Latvian Schools and Their Attainments* is the last of a series of three articles published this year in SCHOOL LIFE, having to do with education in Lithuania. Mr. Kronlins dis-

cusses some basic principles, the character of school work, child health, people's universities and courses, and some statistics.

## Convention Calendar

AMERICAN ASSOCIATION OF MUSEUMS. San Francisco, Calif., June 26-28.  
AMERICAN HOME ECONOMICS ASSOCIATION. San Antonio, Tex., June 20-23.  
AMERICAN LIBRARY ASSOCIATION. San Francisco, Calif., June 18-24.  
ASSOCIATION OF COLLEGES OF OSTEOPATHY. Dallas, Tex., June 26-30.  
NATIONAL EDUCATION ASSOCIATION. San Francisco, Calif., July 2-6.  
WORLD FEDERATION OF EDUCATION ASSOCIATIONS. Rio de Janeiro, Aug. 6-11.





After school do they play here?

## What Housing Means to Teachers

by Nathan Straus, Administrator,  
United States Housing Authority

★★★ It is no accident that the level of education for the United States is higher than that of any other country. We have long regarded money spent for public education as an essentially sound investment. In a society where the rights of the individual are held sacred, it is necessary that those rights be generally understood, lest their abuse result in anarchy. The task of promoting a general understanding of individual and group rights we have assigned largely to our public schools.

"By the breath of the school children," says the ancient Talmud, "shall the State be saved." And so we have entrusted our educational system with the responsibility of guiding civilization forward to better things. We have been content to spend our billions annually, sure that the Aladdin's lamp of public education, thus generously polished, would preserve democracy.

Fundamentally we are correct. But the assumption is only too common that education begins at the age of 6 and lasts from 9 o'clock in the morning until 3 or 4 in the afternoon, 5 days a week, until the age of 18. What people in general are only now becoming dimly aware of, but what every educator worthy the name has been struggling for ages to make

clear, is that education is a lifelong process. Unless the maxims of the schoolroom are extended beyond the schoolroom (at home and in public), education must fight a losing battle.

Certainly every teacher, in visiting the homes of some of the students, has felt a keen sense of futility when he or she came face to face with the child's home environment. And, as he walked through the neighborhood to which the pupils return after school, he must have been impressed with its power to destroy what he so carefully struggles to form—intelligent concepts of citizenship.

And when that teacher is informed by J. Edgar Hoover that, where public education costs 2½ billions annually, crime, and the forces which destroy the work of education, exact a toll of 15 billions, he must indeed know the pangs of discouragement. Fortunately for us, teachers have not succumbed to them, but have continued, unwavering, the crusade.

It is well to consider these facts. The 15-billion dollar annual crime cost in the United States is over 10 times the cost of maintaining the Army and Navy, 4 times the cost of the normal operations of the Federal Government, and 6 times the cost of education. Against the corrosive influence of bad home and neigh-

borhood environments, public education, like public health, is fighting an uneven battle.

Some 10 million American families lack the essentials of decent housing—adequate shelter, safety, and privacy. We know that most of these families live in neighborhoods which challenge every concept of democracy. If the process of education went on only during school hours, this would not be so serious. But education neither begins nor ends with the school bell. A youngster's most lasting impressions often are formed at home or in the home neighborhood. Especially is this true for children from the slums, where, though life may be mean and hard, it is certainly never dull.

We have, in his own words, the attitude toward school of one child of the slums, in the following excerpt from Clifford R. Shaw's study, *Brothers in Crime*. The person, called John Martin for purposes of anonymity, is one of five brothers, all criminals. Of his early school life, John Martin says:

"When I was 7 or 8 years old I started to go to school. The first school I entered was the kindergarten class at the public school. They had quite a time keeping me in school however. I would ditch school with some of the older fellows around the neighborhood. Every other day the truant officer would be hot-footing it after me. At times I wouldn't show up at school for 3 or 4 days."

John and his brothers lived in the extensive slum area around the "Loop" in Chicago. Of it Mr. Shaw says:

"The community situation in which the brothers lived is neither unique nor unusual. It is part of the large area of deterioration that surrounds the Loop and extends out along the north and south branches of the Chicago River. Physical deterioration, low rentals, confusion of cultural standards, and a disproportionately large number of school truants, juvenile delinquents, and adult offenders, are characteristic of this whole area."

To assure us that the Martin boys and their associates are not special cases, Mr. Shaw adds:

"These attitudes, social groups, and practices are functions not of individual perversity, incompetence, or pathology, but, rather, human reactions to the cultural disintegration which has resulted from the natural processes involved in the growth and expansion of the city."

### Home and Neighborhood

Whether or not we are willing to ascribe such great importance to environment, it is certainly evident that the activities of the schools must be supplemented in some effective manner by the home and the neighborhood if public education is to serve democracy as it should.

On September 1, 1937, President Roosevelt signed the United States Housing Act, giving to every school teacher in the country the assurance that he is not alone in the fight against the evils which threaten the effective-



ness of public education. The act provides public assistance to American communities for the destruction of slums and the building of decent homes for people who have been forced to live in slums.

### *How the Act Serves*

Like our present system of public education, the new program of public housing is traditionally American. It is based on the principle that public funds should be expended to provide facilities necessary to the general welfare. It recognizes that a tumble-down, jerry-built house with people living in it, is in the same category as a polluted community water supply; that a littered alley or a city dump is a bad place for future voters to get their out-of-school education; that the costs of bad housing are too great to be tolerated.

The United States Housing Authority aids localities in tearing down slums and building good homes, to rent at prices often lower than tenants formerly paid for dilapidated rookeries. Houses that are structurally unsafe and without sanitary necessities (indoor toilets, heat, light, hot and cold water, proper ventilation), will be replaced by homes which are structurally safe, large enough to shelter their tenants comfortably, and equipped with sanitary necessities.

Obviously such housing cannot be provided at low rentals without some form of public assistance. Otherwise private enterprise would do the job. The fact is that private enterprise cannot profitably build good houses to rent for less than about \$30 per month; and the people who need better housing can afford no more than about \$15 per month. It is, therefore, up to public agencies to bridge the difference. That they have accepted this



Or here?

responsibility and are determined to see it properly discharged is evident from the fact that already 37 States have passed legislation giving their communities the right to enlist Federal housing assistance. Some 233 communities throughout the country have set up local housing authorities and are going ahead with their plans. Over 100 communities have signed loan contracts with the USHA, thus converting their plans into actuality.

Congress has already made available to the

USHA \$800,000,000 for loans to local authorities, the greater part of which has been either loaned or earmarked. When the present program is completed, half a million people will have been rehoused in new houses and in new, well-planned communities. Projects will range in size from 40 or 50 dwelling units in the smaller towns to several thousand units in great cities, but all will provide a generous amount of open space and recreation area as well as adequate shelter. USHA does not sponsor the building of isolated individual houses; it creates an entire new environment for children to grow up in.

We have then, made a beginning, but only a beginning. The precedents are mainly in European countries, where economic and social conditions are too unlike our own to make the comparison simple. We are, therefore, largely on our own in determining the extent and nature of our housing problems, and in developing techniques and methods.

### *Teachers Equipped*

Teachers, coming in direct contact daily with every school child family in the community, are excellently equipped to tell us what local housing conditions are, and what their effects on the lives of future citizens. From whom may local housing authorities expect more intelligent cooperation than from the teachers, who see in housing a solution to one of their most discouraging problems?

The present housing program is completely decentralized. Projects are planned, constructed, and operated by the communities. The Federal Government lends 90 percent of

(Concluded on page 280)



Another picture that speaks for itself.

# How Hobbies Educate

By Helen K. Mackintosh, Specialist in Elementary Education

★★★ Everyone is familiar with the frequently quoted lines, "Tell me what you like, and I will tell you what you are." But when this request is answered for *hobbies*, the results are sometimes surprising, for a president collects stamps, a business executive specializes in Indian relics, and a professor of law raises tropical fish. People seem to have adopted hobbies frequently without rhyme or reason. Perhaps this very fact accounts for the educative value of these experiences, since they may be quite different from the vocation or the logical interests of the individual.

## Nature of Hobbies

In his pamphlet *The Care and Feeding of Hobby Horses*, Earnest Elmo Calkins classifies hobbies as things to do, things to make, things to collect, things to learn. The sum total of these stands for experience that is educative. Some hobbies may overlap and will include several of these activities. Any classification of hobbies runs into the hundreds of possible items. A magazine published to meet the needs of hobbyists regularly includes sections on stamps, coins, books, antique furniture, glass, Indian relics, minerals, prints, paintings, dolls, natural science, Lincoln items, match books, genealogy, and features a variety of other interests for individual issues. These indicate the types of hobbies which command a large enough following to break into print.

Many people have ridden hobbies for years without having the name specifically applied. And although children may have had their hobbies too, they seldom took an organized form, but instead existed in a small boy's pocket or in a girl's doll trunk.

## School Hobby Programs

In 1925 the Lincoln School of Teachers College issued in pamphlet form *Vacation Activities and the School* which was designed to encourage summer vacation hobbies on the part of children. For a number of years schools were content to give this type of emphasis to so-called extracurricular activities, and printed or mimeographed pamphlets of suggestions to fit the needs of local communities were developed in many instances. Increasingly the feeling has developed that hobbies may be as important as, if not more important than, some types of experiences now accepted as a regular part of the school day. The trend is toward a co-curricular rather than an extracurricular interpretation of a hobby program.

And how do hobbies educate? Perhaps a word should be said concerning the partici-



Boys set up a boat shop.

pants in this process of education. Not only the children, but teachers, principals, parents, and other citizens in the community have a part in the learning engendered by a hobby program. Teachers come to know another side of the child which they have not met in the course of the school day.

The interests that are revealed as a boy brings a collection of moths and butterflies, a sketchbook, or a carefully mounted assortment of milk bottle tops makes it possible for the teacher to direct or to redirect her own teaching insofar as that child is concerned. As she develops a knowledge of the interests represented by individuals and by the group, she finds new kinds of emphasis and new approaches to the job of teaching and learning. The principal discovers certain types of community interest. The results of a hobby exhibit indicate to her the need for a cooperative survey by children, teachers, parents, and citizens of what the particular community has to offer in the form of educational outlets.

Parents may get a better idea of a child as a person as he makes his personal contribution to a hobby exhibit. Other citizens may be educated through emphasis on hobbies to see that worth while, leisure-time experiences may be the most effective means for training in good citizenship.

There are communities in which all of these groups just mentioned work cooperatively on a year-round hobby program. An informal census is taken of activities in which children are interested. A similar census is taken among parents and other citizens to find what are their special abilities for doing or making, what collections they have, and what information has made them specialists. Teachers or parents work with groups of children who organize themselves according to interests. Working committees develop on a more or less informal basis with reading, discussion, demonstration, excursion, record keeping, construction, observation, planning, and many other activities taking place. To one who analyzes a hobby program it seems to offer unlimited opportunity not only for securing close cooperation between home and school, but also for learning that is real and vital.

## How One Group Worked

Take for example, a group of sixth-grade boys and girls who lived in a factory district. From her questions to them, and from her observations, the teacher felt that they had few interests at home in their out-of-school hours because the home backgrounds were

(Concluded on page 276)



# The Child's Right to Family Security

by Arthur J. Altmeyer, Chairman, Social Security Board

★★★ This country has always taken pride in its children and in its efforts for their well-being. The belief that every child has the right to a good start in life is fundamental in our democracy, and we have put this belief into actual practice. Through our public schools, education has been free to all for more than a century. Through provisions for child health and child welfare, the need for special safeguards and special kinds of care has long been recognized.

These services and protections are essential. But they all assume that there is something else which is still more essential for every child—his home. Perhaps for this very reason, during most of our history family life was pretty much taken for granted. It was recognized, to be sure, that parents might die, that some few of them might be unable or unfit to bring up their own children. But these exceptions only proved the rule. The fact that most children should grow up in their own families was so closely woven into the pattern of our life as to go unquestioned.

## Mothers' Aid Laws

Gradually, however, we realized that this time-honored pattern could not always withstand the pressures of modern life. Most families had come to depend on cash and wages; instead of "making" a living at home they bought it with money earned elsewhere. As a result, death or other disaster to the breadwinner meant desperate hardship for the children. Often the family was broken up; or if it managed to cling together, it was at the price of want and suffering. From 1911 on, State after State passed "mothers' aid" laws which were intended to meet this need by providing cash allowances, so that mothers could take care of their children without attempting the frequently impossible double burden of home-making and wage-earning.

These provisions recognized that protecting family security for children is a public responsibility. But in spite of earnest effort, States and local communities could never catch up with the need. Funds were inadequate; and, since aid was usually provided only in case of the father's death, the scope of the program was limited. Meantime it had become all too evident that other hazards, besides death, were bringing want and the fear of want to families and their children.

## Social Security

In 1935, with the passage of the Social Security Act, the conservation of family life was recognized as a national concern. Under this

law, our Federal and State Governments have been cooperating for more than 3 years to protect the American people against certain widespread economic risks. Each of the 10 programs included in the act is directed toward a definite problem; but all contribute to the stability of the family and the security of its children.

Job insurance helps workers to tide their families over periods of temporary unemployment. All the States have unemployment compensation laws conforming to the Federal act and under these laws some 27,600,000 wage earners are estimated to have built up credits toward benefits. All but two States are already paying benefits and these will begin in a few months. Though benefit payment was just getting under way in 1938, about \$400,000,000 was paid out to some 3,800,000 men and women last year. Weekly benefits averaged around \$11. This represents about half pay—but half is far better than no pay. In many families these benefits, to which the insured wage earner is entitled as a right, have played the part of the boy with his finger in the dyke: They have closed the gap before the family's resources were wiped out, and have held it together as a self-supporting unit—able to buy its own food and shelter and needed clothing. Furthermore, even for those who do not lose their jobs, the knowledge that benefits will be paid if the blow does fall means security from nagging worry and fear.

## Insecurity Hazard

One of the biggest hazards of insecurity today may seem at first sight to be of little concern to those who are still young. This is the risk of destitution in old age—a problem so serious that the Social Security Act contains two protections against it. One is a Federally administered old-age insurance system for workers; the other, a Federal-State program of old-age assistance for those who are already old and in need. Under the old-age insurance plan insured workers will be entitled, when they reach 65 and retire, to benefits by right of their past work and wages. More than 43,000,000 industrial and commercial wage earners already have accounts under this program. Old-age assistance, administered by the States with Federal cooperation and financial assistance, provides cash allowances, on the basis of individual need, for old people who are without means of support. All the States are taking part in this program and are now aiding some 1,800,000 needy old people. Even these old-age provisions make their contribution to youth; for in families on the borderline of want, efforts to care for older relatives have often jeopardized the health and welfare of

children. These two programs give families a chance to fulfill their obligation to their own children; and they assure young people, as they themselves become workers, of the means to protect their own future.

Similarly, other parts of the Social Security Act help families, and so also their children—aid to the needy blind, vocational rehabilitation for workers crippled in industry, and public-health services. Each of these measures is a real protection to those whose home life might otherwise be threatened.

## Security of Children

But in addition to these general protections, the Social Security Act includes four provisions specifically designed to safeguard the security of children. Three of these, for which the Children's Bureau is the Federal agency cooperating with the States, provide special services. Maternal and child health programs protect the health of mothers and babies; this means that fewer families will be deprived of a mother's care and that more children will get a healthy start in life. Under the crippled children's program funds are provided both for locating children in need of preventive or remedial care and for their treatment; this means that more children will have a chance to grow up with straight limbs and sturdy bodies. Child welfare services provide care for homeless and neglected children and those likely to become delinquent; this means better safeguards against the kind of maladjustment which breeds crime and dependency.

Experience has proved how necessary these services are and what rich returns they yield in protecting children who stand in danger of growing up with physical or social handicaps. But there is another and much larger group of children who have none of these handicaps, but are still in danger of insecurity. These are the dependent children—children who themselves are normal, whose homes are normal, except for the loss of the breadwinner.

To keep such families together, so that dependent children can grow up in their own homes, the Social Security Act provides cash assistance. This Federal-State program, built on the experience gained under the earlier State and local mothers' aid laws, has already enabled the States to provide this kind of aid for many more children than they could care for in the past. Federal funds may be used not only for children who have become dependent because of the father's or mother's death, but also for those whose dependency is due to the disability or continued absence of either parent. Aid is not limited to children living with their mothers, but may also be given to those living with certain other rela-

tives. And no State may require more than one year of residence within the State as a condition of eligibility.

Some 660,000 children in about 270,000 families are now being cared for; and in February approximately \$9,000,000 was paid out from combined Federal, State, and local funds in the 42 participating States and Territories. As compared with August 1935, the month in which the Social Security Act was passed, this represents nearly a threefold increase. In that month—less than 4 years ago—only about 270 to 280 thousand children were receiving this kind of assistance and the total expenditure from State and local funds came to about \$3,500,000.

But the work in behalf of dependent children is far from finished. There is still a long way to go before this protection is available for all the children who need it. Estimates indicate that there are probably from 1½ to 2 million children who are "dependent" within the terms of this program. In other words, the 600-odd thousand now being cared for represent about one-third of the children potentially eligible for this assistance.

#### *Far from Adequate*

Moreover, the level of assistance in many States is still far from adequate. For all the participating States, the average monthly allowance is now about \$32.50 per family; but in more than half the States, the average falls below this overall figure. Since these are family allowances, and since there are, on the average, from two to three children in each family, it is apparent that in many parts of the country aid to dependent children does not yet provide even basic necessities.

Making aid to dependent children increasingly adequate is the joint responsibility of the States and the Federal Government. Eight States have yet to come into the cooperative program established by the Social Security Act; and in others the potential scope of the program has not yet been reached. But the Federal Government can also take certain steps to strengthen the available protection. The Social Security Board, in the report on possible changes in the act which it recently submitted to the President and Congress, has made certain suggestions looking toward that end.

#### *Board Recommendations*

In the first place, the Board strongly recommends that Federal grants to the States for aid to dependent children be increased. Under the present law, Federal grants for aid to the needy aged and the needy blind come to one-half the State's assistance expenditures up to a maximum of \$30 a month to each individual. But for aid to dependent children the Federal contribution under the present law is more limited: Grants for this purpose cover only one-third of the State's expenditures; and the maximum monthly allowances to which the Federal Government may contribute are \$18 for the first child and

\$12 for each additional child in the same home. That is, provided the State pays its stipulated share, the Federal Government can put up as much as \$15 a month for each individual aided under the other two programs, but it cannot contribute more than \$6 and \$4 per month for children. The States may, of course, pay larger allowances than those named in the act, making up the additional amount from State funds. But only a comparatively small number actually follow this practice.

This unfavorable differential has unquestionably retarded the development of aid to dependent children. The Board believes that it should be removed, and that Federal grants for this program should be placed upon the same basis—as regards both equal matching and maximum payments—as those for the other two programs.

In the second place, the Board believes that another change can be made in the Social Security Act which would help to prevent dependency—the provision of monthly benefits for widows and orphans in connection with old-age insurance. Under the system as it now stands death benefits based on past wages are already paid; but the present law provides that these be made in single cash payments. Paying a regular monthly benefit to the mother and children would give them much more protection without increasing the eventual cost of the program. Since these benefits would be part of an insurance plan, they would come to the family as a right based on the father's past work and wages. Nearly half of all the children now receiving Federal-State aid have become dependent by reason of the father's death. If some provision could be made on an insurance basis, it is evident that in the future fewer families would be compelled to seek this kind of aid. And if,

as the Board has also suggested, old-age insurance should be extended to include agricultural and domestic workers and others not covered by the present law, survivors' insurance would eventually make an even more significant contribution to the security of children.

In any social security program worthy of the name, prevention is at least as important as present care. That is why security for children—whether through assistance or insurance—is so important. The more children growing up now in wholesome surroundings, the less dependency there will be among the adults of the future.

But if a child is to have the kind of background which will fit him to make the most of himself in later years, he must have other experiences, as well as those that come to him at home. Recognizing the important part that adequate education plays in building up individual security, the Board recommends that the age limit for both aid to dependent children and survivors' insurance be placed at 18, instead of 16, if the boy or girl is regularly attending school. School and vocational training, recreation and social contacts—all these are keys which help young people to discover themselves and develop their own capacities and their own character. These individual qualities and abilities are, after all, the sources of that inner security without which no one can make his way in the world.

But the more clearly we recognize the child's right to opportunity for mature, well-balanced development, the greater our obligation to safeguard his home. For of all the influences which help to shape his life, none comes earlier or is more lasting. This, more than anything else, gives significance to present and future provisions for the preservation of family security in America.

### *Office of Education Conference*

## State School Library Supervisors

*by Ralph M. Dunbar, Chief, Library Service Division*



★★★ School libraries are making remarkable progress, but they still have many problems to solve before they can play their full part in the educational program. This fact was brought out clearly by the State school library supervisors invited by the Commissioner of Education to a conference at the Office of Education on March 30-31 to discuss common problems and plans.

#### *Indications of Progress*

In reporting on the present status of supervisory work in their respective States, the supervisors noted as indications of progress: The growing tendency upon the part of some

States to grant increased State aid for the purchase of library books; the more effective use of book funds through pooling of resources and advice at a central agency; the cooperation of school librarians with curriculum revision programs; the adoption of standards; the growth of certification for school librarians; and the institutes for the consideration of library problems by school librarians and teachers.

As other accomplishments, several conference members reported notable success with county public-school circulating libraries, as a way to meet the problem of the small schools. Furthermore, the supervisors stated that work

*(Concluded on page 276)*



# Association for Childhood Education

★★★ *"Be It Resolved, That we, the members of the Association for Childhood Education, will become better informed concerning the community in which we live and work and play to the end that we shall know its possibilities and its needs, its people and their relationships with each other, their satisfactions, desires and problems, and thus act constructively for the common good."*

The above is one of five major resolutions set forth this year by the Association for Childhood Education at its convention in Atlanta, Ga., April 10-14. More than 2,200 leaders in the Nation's elementary schools participated in the meetings. And "participated" is the right word because the 5-day program was for the most part devoted to study classes. The teachers participated by doing in groups exactly what they expect their own school children to do in their schools.

## Study Classes

In all there were seven study classes, under general direction of Jean Betzner of Teachers College. Each class subdivided into discussion groups and studio and field groups. There was a central studio set up in one of Atlanta's school buildings which assisted the teachers in carrying out some of the ideas discussed in the classes. Mary Allen Tippet, Parker School District, Greenville, S. C., served as director of the central studio.

Class I of the study classes devoted itself to housing and equipment in home, school, and community, and their effect upon child development. The leader was Mary Dabney Davis, specialist in nursery-kindergarten-primary education, Office of Education, Washington, D. C.

Class II, under leadership of Maycie K. Southall, George Peabody College for Teachers, Nashville, Tenn., studied the uses of community resources; materials, products, people, institutions, and agencies, and their effect upon child development.

Class III, with Winifred E. Bain, New College, New York, gave consideration to many angles of administration and management in home, school, and community, and their effect upon child development.

Class IV, under the guidance of Edna Dean Baker, National College of Education, Evanston, Ill., studied together religious and social ideals held in home, school, and community, and their effect upon child development.

Class V, with F. H. Gorman as leader, discussed the kind and range of human relationships in home, school, and community, and their effect upon child development.

Class VI was devoted to a study of modes of communication in home, school, and community, and their effect upon child development. Dorothy K. Cadwallader, of the Trenton, N. J., public schools, was the leader.

Class VII gave its consideration to programs of work and play planned in school and their effect upon child development. Claire T. Zyve, Fox Meadow Elementary School of Scarsdale, N. Y., was this group's leader.

## Other Resolutions

Other resolutions adopted by the convention emphasized the furtherance of peace and the promotion of democratic living and learning in the schools; study of and support for "suitable measures for State and Federal aid to public education;" active support to programs planned "to meet the needs of 5-, 4-, 3-, and 2-year-old children;" and continued contribution to the personal and professional growth of the association's members.

## Officers Chosen

The convention was presided over by Jennie Wahlert, St. Louis, president. Officers elected for the next 2-year term include: Olga Adams, University of Chicago, president; Louise Alder, Milwaukee State Teachers

College, vice president representing kindergartens; M. Elisebeth Brugger, Iowa State Teachers College, vice president representing nursery schools. Other officers were elected last year for 2-year terms, and will thus serve another year. They include: Helen R. Gummick, Denver, Colo., vice president representing primary grades; Beryl Parker, New York, secretary-treasurer. Mary E. Leeper is the association's executive secretary.

## From Foreign Lands

Among representatives from other countries attending the convention were: Florence M. Wood, Southlands College, London; Helen Moffat Paul, Melbourne, Australia; Sylvia Cunha de Amorim and Maria da Gloria M. Almerda, of Rio de Janeiro, Brazil; and Sarah Jane Davies, Teachers' Training Center, South Africa.

Frances Mayfarth, editor of *Childhood Education* (the association's journal) and Mary Dabney Davis, Office of Education, were co-chairmen of a publications program on the final day of the convention. The principal address was given by Millicent J. Taylor, education editor of *The Christian Science Monitor*. Excerpts from this address which dealt with a subject of general interest to educators in all fields, follow:

## Excerpts

# Interpreting Education to Home and Community

by Millicent J. Taylor

If there is one thing that emerges more than all else from the social transitions of the modern scene, it is, I think, the fact that we who are trying to achieve spiritual and constructive goals belong to one another. Never has it been more important that we stand together. As we look out across the world—where maps are changed for materialistic reasons, where many developments both at home and abroad tend to make us live with disquietude—we are tempted to feel that there is little that we, as individuals can do to better so vast a situation. To me, there is this urgent answer: We must seek out one another, we must find others who believe in the things we believe in, we must reach those who care deeply for the same ideals we care about, we must arouse all who may be awakened to care for them. And having found, we must clasp one another by the hand,

must work side by side, must know that we can rely upon one another for support.

We care deeply for certain ideals of education. We would not want to lose the ground gained during recent years. But times have changed since most of us began working for these ideals. Widespread now is an emphasis upon a type of education in which we do not believe. Over the seas mass movements have caught up youth for military and political reasons and pressed schooling into the service of definite personal ideologies. Here in the United States, to be sure, and in some other democratic countries, the sort of education we care for has won an accepted place for itself to a degree; but in the face of encroaching movements abroad it cannot be considered secure.

Once we felt we were doing our work as educators if we did a sound job as classroom

teachers or supervisors, a fair amount of research and experimentation, and kept the parents of our particular children from getting upset too often. That has changed; today the educator needs to reach out beyond classroom walls.

### *Growing Sense of Ownership*

Our schools belong to all the people, and today the people know it. What is more, they are letting educators know it. Money for taxes comes harder. Money for private tuition is not easy to provide. As a consequence educators have probably all felt the growing sense of ownership that the public holds for the schools. This is as it should be. But it is a challenge. Not alone self-preservation but the saving of every gain in education demands that teachers, in addition to being good teachers of children, be also good teachers of the public. In other words, educators cannot afford to be without intelligent public support of what they are doing, and this means that, whether distasteful or not, they must serve their schools as individual public-relations workers.

How can this be done? First, I feel that, with the distinct aim of serving education, every educator should individually take part in the life of the community. The teacher comes into a community as a public servant. Let each one ask herself with renewed vigor, How best can I serve this community? It may be a city tenement district. It may be a delightful suburban town or a rural countryside. No matter what it is, her first and logical step is to study it. Quietly but definitely, she must acquire a working knowledge of her environment. What are its housing problems, what about its libraries and reading facilities, its educational and employment needs, what are its hopes for itself, its pet longings, local celebrations, and even (for the sake of helping it) its petty weaknesses and glaring faults. For a time that teacher is on hand to help the community carve out for itself a happier present and future—and insofar as possible to leave it better off than she found it.

To an extent, natural interests and special fields of training should guide one in finding one's place in the community. Certainly the teacher should take part in local celebrations and unobtrusively pitch in to help. It is good, too, to become an active member of some group composed of persons of various occupations, and if the teacher has a hobby, she can probably contribute through it or through her specialty.

### *Some Helpful Examples*

Beginning with an intelligent study of the community, and taking part as an individual in the life of this community, the teacher naturally and inevitably brings the life, interest, and needs of the community into her teaching. This, as we all know, vitalizes the teaching; but for my purpose here, I list it as yet another way in which one serves as a

public relations worker for education. In a town in Pennsylvania last autumn the civics classes of a country day school brought the political campaign into the classroom, and in turn did a fine piece of work in getting out the vote in their community—a piece of work that was not a mere flash-in-the-pan house-to-house canvass but which stemmed from the very real way in which the school made itself one with its community. A school in a Massachusetts town once did a creditable piece of city planning, cooperating with town officials, and arousing the community to take part—far more than making a set of picture maps. Many schools have taken part in campaigns for smoke abatement, better housing, tax reforms, and traffic safety.

It was an elementary school out in California that did a thrilling job of collecting and running an international exhibit of children's art work, a project highly educational in every way, including as it did, letter writing, art study, geography, history, all the social studies, oral English (they served as guides and lecturers), arithmetic, and all sorts of organization work. The project served the community, and taught people—parents and other citizens—a great deal about modern education.

Community contacts and friendships made through class trips, if the teacher will keep in mind the twofold purpose of teaching not only the children but the parents, can as we know result in better informed citizen-supporters of the schools. In one school, the school newspaper was made into a community affair, and proved an invaluable interpreter of the school to home and town. Both children and parents contributed to the paper. Hobbies like stamp collecting, special interests like home-making, books, trips, gardens were the points of contact. Various community activities grew out of the project, also, such as a pupil-managed story hour and a tourists' guidebook. The intelligent teacher, of course, does not applique these on, nor does she arbitrarily choose community activities, but she is ever alert to see ways in which the needs of the children may be best served by projects which will at the same time broaden their horizons to include the community.

Obviously as public relations workers—interpreters—educators also have the responsibility of directly telling the community about their school. I have tried to point out that in indirect ways the teacher must never forget to do this; but there are also, of course, direct ways of doing so, and these, too, are essential to one's success as a modern educator.

Visiting days, when parents come back to school to see the children at work, can be a valuable project although this has been done a good deal, and needs reassessing. It is important, too, that the back-to-school time be prepared for and followed up. It should not be an isolated experience on the part of the parents. Perhaps I am too optimistic, but I feel that the school fails in a measure, if parents are all it gets. Those who are not

thus connected with the school, and older students, should be lured back in some way also. Education needs the understanding and support of all the homes. More than one vital addition to the curriculum has later been voted out as fad or frill by a schoolboard influenced by certain citizens who had no stake in the schools beyond paying taxes.

### *Annual Reports Emerge*

Happily the superintendent's annual report to the citizens—another form of publicity—has at length emerged from the old-fashioned bulletin type of dead literature and become a real interpreter of the school. In many cities it has become a fascinating picturebook, with short articles and full captions to explain what the pictures should tell Mr. and Mrs. Citizen when they look at them. My first sample was New York City's first and it gave me a thrill. I have since seen several others, including San Francisco's and Cleveland's. I think the tendency of educators is to want to include too much type. I have felt that the most effectual were those that were largely pictures and captions. A variation of this is the special rotogravure section the Detroit schools have sent out with one of the Sunday papers. A report of this sort, reaching as it does all citizens whether parents or not, seems to me to have special value. Another interesting scheme, is the use of a page at a time of roto pictures in the Sunday paper, with captions, each page devoted to explaining some special phase of school work—the manual arts and domestic science 1 week, and a few weeks later the school bank, with perhaps the modern ways of learning arithmetic another time. I believe Baltimore has been doing this. Perhaps this is one of the best schemes of all, for it comes more than once and doesn't overburden a read-while-it-runs public.

### *Movies and Radio Important*

The colleges, private schools, and vacation camps are interpreting themselves to alumnae, parents, and prospective patrons through the showing of movies, made up over a full year, and accompanied by a written comment to be read by someone during the showing. This has been adapted by some of the grades in public schools. I know of one grade of eight- and nine-year-olds who had a camera club, that with the help of interested parents made a school movie, wrote the script, printed and inserted captions, and gave this interpretative picture of school life and aims at parent teacher meetings, women's clubs, lodge meetings, and elsewhere—a fine piece of publicity for the school and developed as part of a genuinely educational project.

And of course, we need to use the radio. I would say to every educator: If there is a station in your town which is not tied up with national networks, get some free time on it and experiment. Use it for singing, for bands,



for spelling matches, and jolly things. Perhaps my job on a newspaper makes me weary of the amount of talk there is in the world; but I do think talks on education on the air do not on the whole give a true picture of the thrilling place a modern classroom is. People simply tune to something else. But a very little talk can be interlarded among singing and other entertaining yet interpretative things, without losing the listeners. The Office of Education, which is experimenting all the time along these lines, has been studying methods and techniques used in popular commercial programs. The schools have not begun to use our local stations, nor to build habits of including the use of the radio in their plans for reaching the community. It is hard work, but worth it. And I am convinced that when educators learn to present education on the air so well that Mr. and Mrs. Citizen remain tuned in to the program, we none of us need be anxious any more about the progress of education in the community. It is safe with an appreciative public.

#### **Newspaper Interpretation Needed**

Finally, I urge that we learn to make effective use of the newspapers. There may be some teachers whose chief idea in connection with the schools is to have nothing to do with them. And considering some things that happen, I cannot blame them. But with a good many years of both teaching and newspaper experience behind me I cannot feel that isolation is the answer. The papers are here. They do reach the people. It seems to me that those who have the progress of education at heart need to be at work continually to help the newspapers present the schools in their true light.

Generally speaking, newsmen know little about education. Many of them found school rather stuffy compared with real life. The flow of news is so vivid that by contrast anything they think schools are doing seems dull and static. In fact long-term developments, with which good teaching is inevitably concerned, do not in themselves produce what newsmen consider news. Yet most news editors realize that the schools, because they are close to those citizens who pay taxes and have children in them, are worth some space. Therefore if something can be found to say, the papers will say it. This is why a student strike, a conflict or scandal of any kind, is immediately played up far beyond its worth.

I am convinced that we cannot look to the newspapers to take the lead in improving this situation. With the exception of a few editors awake to the possibilities of education as reader interest, newsmen simply do not care whether they are provided with educational material or not. Educators, on the other hand, do care, for they wish to reach the public with their message. This means that it is up to educators to take the initiative.

I urge school people to get over any prejudice against newspaper contacts that they may

have, and dispassionately study the problem as they would study the community in which they teach. Reporters are on the run, covering every sort of subject, delving deeply into few. Editors are pressed with the sweep of news. They can fill the paper any day with the natural flow of human events. If the schools get in, and are interpreted truthfully, it is for educators who are working in the schools to see that usable source material is brought to the paper's attention.

In order to do this effectually, there is need to learn more about the newspaper. What makes news stories? What sort of material does this paper or that paper seem to like? It is not true that schools have no good newspaper material, although most of the newsmen in this country would probably say that. The fact is, they have not had a real chance to know. Teachers themselves do not usually know news material when they have it. Time and again a story could be built out of something going on at school if anybody knew how to do it. This is not theoretical. It has been proved. I should like to see more teachers studying news writing in night or summer school. Lacking class study, more should read good books on news writing, and practice, if only for the wastebasket, presenting their everyday doings to the public in real news articles. It is not that newspaper writing needs to be added to other accomplishments; it is that only through gaining a better understanding of the newsmen's points of view and of newspaper needs that the newspapers can be helped by educators to reach the public with correct pictures of the school's problems, needs, and achievements. And reaching it through the papers is important.

I must repeat that with rare exceptions, the initiative and the understanding must come from the educator. And if he finds the news editor hard-boiled toward any overtures, that is simply part of his public-relations problem. The news editor has had long experience which has convinced him that teachers think stuff is news when it is not, that education has never been anything but dry-as-dust textbook learning, and that if there should, by any chance, really be some news at the school the faculty will unite as one man to keep his reporters from getting it.

Teachers should study the news feature field. Education lends itself well I think to this presentation. The feature article is alive, readable, and goes more deeply than a straight news record. New-type report cards and any number of social-studies projects, can be thrown into acceptable news features at the right time. Photograph possibilities should be studied. Most papers are glad to receive real story-telling photos, and a lot can be achieved with well-written captions.

There are of course other ways of interpreting the school to home and community that I have not touched upon. But perhaps these will serve to highlight the subject of public relations. As I see them all, they are but the means of reaching out to others who

have the same ideals as we or who will catch the vision and give it support. As individuals we cannot do a great educational work by ourselves. But in behalf of children and youth, we can indefatigably search out, inspire, and join to us on every hand others who believe in the goals we believe in; and, going forward with one another's support, teachers and community, we can, together, do a great educational work.



## **Institute in Holland**

All of the universities in Holland are cooperating in a summer institute to be held in the city of Leyden, July 13 to 23, 1939. Meetings will be held in the lecture halls of Leyden University, which was founded in 1575 during the 80 years war for freedom.

The purpose of the institute, as stated in its announcement, is to afford an opportunity to obtain a better understanding of the historic and philosophical background in the social, economic, and political problems of present-day Europe, to promote international fellowship by bringing together men and women from Europe and the United States for purposes of study and free discussions. Information may be obtained through Prof. J. A. C. Fagginger Auer or J. Anton de Haas, Harvard University.



## **TWO PUBLICATIONS ON EDUCATION FOR DEMOCRACY**

**CHOOSING OUR WAY.** *Bulletin 1937, Misc. No. 1.*

This illustrated publication presents an analysis of the programs in 19 demonstration centers and a survey of 431 other forums in the United States. The material included covers the history, management, promotion, and financing of public forums. Price, 35 cents.

**FORUMS FOR YOUNG PEOPLE.** *Bulletin 1937, No. 25.*

A study of forum programs in high schools and for out-of-school youth, the data having been collected from questionnaires sent to schools and colleges. Material is included relating to use of forums in secondary schools and colleges in the United States and the methods used in sponsorship and organization. Price, 15 cents.

**And a Forum Planning Handbook.** Order from United States Department of the Interior, Office of Education, Washington, D. C.



★★★ Underlying the Latvian school system is the principle of unity with the following special characteristics: (a) one common educational basis in the elementary school, leaving which each child—without any restrictions owing to rank, nationality or religion—is free to continue his education along the lines suitable to his abilities and tendencies; (b) school programs and entrance regulations arranged so that for the continuation of his studies a pupil from the elementary school can without any special trouble pass over to a higher school no matter of what type; and (c) material assistance to gifted and striving pupils in poor circumstances, thus enabling them to attain to the highest education.

At the basis of all school education is the 6-year obligatory and free elementary school which presupposes a certain preparation at home or at a primary school during 1 year. Including this preparatory class the Latvian elementary school means practically a 7-year course. Its syllabus is so arranged that it gives the pupils the minimum amount of knowledge indispensable to taking up practical work, or continuing studies in secondary or special vocational schools. Pupils who intend to continue their studies in secondary schools or gymnasia may enter the first preparatory class of such a gymnasium after they have completed the fourth class course of the elementary school. This specialization in education is allowed as early as the age of 12 to 13, 2 years before finishing the full course of the elementary school.

Pupils who, after having finished the elementary course, do not wish to continue their education, are obliged to spend 2 years in a free supplementary school whose aim is to give them knowledge applicable to practical life, and to raise their educational level in general.

Boys or girls who have completed the full elementary course of studies are allowed to continue their education in a gymnasium or in a secondary school of the special type with

# Latvian Schools and Their Attainments

by Janis Krónlins, Ministry of Education in Latvia

a 5-year course, or in a vocational school of a lower type where the course lasts for 1 to 5 years. The gymnasia, and secondary schools of special type prepare their pupils for the university. Under normal conditions a pupil can obtain his certificate of maturity at the age of 20, after having studied in the primary school from the age of 8 to 9, the elementary school from 9 to 15, and the secondary school from 15 to 20.

Up to the year 1935 in Latvian schools on the whole coeducation was practiced. Now, for purely educational reasons, considering the special needs of either sex, separate education is gradually being introduced, arranging special schools or classes for boys and girls. Coeducation now exists only in some small schools, where it is not economical to arrange separate teaching. In connection with this introduction of separate teaching it became possible, alongside the subjects of general education, to pay special attention to subjects that in the future life of each sex will be of particular importance, e. g., manual work and military training for boys (the latter subject has now been introduced in all schools from the lowest elementary class to the university) and for girls—needlework, housekeeping, with practical work in the garden and kitchen—and in the secondary schools for girls, lessons covering an extensive course in female and infant hygiene, psychology, and education.

Public—State or municipal—primary, elementary, and supplementary schools are free to all pupils, with material assistance to those in poor circumstances. In other schools pupils pay a certain tuition fee, but not fewer than one-fifth of them are set free of paying it, and some of them are awarded scholarships to continue their education. It is to be noted that the syllabus for the elementary schools in towns is not the same as that for the country schools, each syllabus being adapted to the local needs and circumstances.

## Basic Principles

A Latvian School Law was promulgated even before the struggle for independence had ceased. In 1934, however, there was substituted a new law of national education. The characteristic features that make this law differ from the first one are as follows: (1) Definite declaration of the aim of education and upbringing, expressed in the following words: "Every school must strive to develop its pupils physically, intellectually, aesthetically, and morally, and inculcate in them per-

sonal and social virtues, industry, patriotism, and friendly feelings toward people of other nationalities and ranks"; (2) extending the course of studies in secondary schools from 4 to 5 years, by adding one more class at the top; (3) more rights and responsibilities placed on headmasters; and (4) central administrative institutions given greater possibilities in directing and arranging school life.

The State and the municipalities provide schools and educational institutions necessary for the people but these tasks may be undertaken under State supervision, by private persons, juridical and physical.

Schools where teaching is done in Latvian may be attended by children of all nationalities; for minorities, there are schools (if not fewer than 80 children), or classes (if not fewer than 30) where teaching is done in their own language. Religious teaching is carried on in all schools, the syllabus being worked out by the Ministry of Education and approved by the church heads of the respective denomination. Each denomination may claim the right of having special lessons arranged for religious instruction if that school is attended by not fewer than 10 pupils of this denomination. Pupils belonging to a church whose doctrines are not taught in the school are not obliged to attend lessons in religious instruction, nor must they take part in religious ceremonies. If there are not fewer than 10 such pupils at one school, then instead of religious instruction, they are taught ethics.

During the age of obligatory school attendance for each day a pupil has been absent from school without any important reasons his parents or guardians have to pay a fine up to 1 lat (20 cents). The administrative bodies see to it that this fine is paid, and it is used for the benefit of the school in whose district the respective child lives. Parents are allowed to educate their children at home, yet this education is subject to government control. Obligatory education applies also to children physically, mentally, or morally defective, for whose instruction and education special schools and homes are provided.

## Character of School Work

Besides 3 to 4 months summer vacation (June, July, and August, but for the country obligatory schools also September), there are several other shorter breaks, so that the number of school days for the elementary schools amounts to only 160 to 185 a year; for the other schools it is 190, except examinations.





*Upper left: Practical work in one of the laboratories of the faculty of chemistry.*

*Lower left: Practical work in the cabinet of natural history at the Third Riga Municipal Gymnasium (for girls).*

*Upper right: The Latvian University in Riga.*

*Center right: Open-air lessons at the Riga Municipal Forest School.*

*Lower right: Pupils of the elementary school at the woodworking shop.*



Teaching is done every weekday, without a break at noon for dinner. The number of lessons depends upon the type of school and the grade or standard. Thus, in the primary school not more than 21 lessons a week are planned (3 to 4 a day); in the elementary school classes, 23 to 31; in the gymnasias, 30 to 34, but in vocational schools with practical work the number of weekly lessons is usually larger. A lesson lasts for 45 minutes; after each lesson there is a 10-minute interval. After the second lesson there is a 20-minute interval, when the pupils receive a warm breakfast.

In 1936 there were introduced the school broadcasts. Every Wednesday from 11:35 to 11:55 standards V and VI of the elementary schools, and all the gymnasias and vocational schools listen to the special school program arranged with a view to national education.

As regards methods of teaching, teachers are not given special instructions. As teaching positions cannot be occupied by persons without special educational training, teachers are allowed to choose the methods they find most suitable. The school administrators only demand that these methods be pedagogically sound, and that the ground mapped out by the school programs be covered.

School books are used extensively, and the school boards see to it that pupils in poor circumstances are provided with books in each subject. It is to be noted that only books approved and permitted by the Ministry of Education can be used in schools.

In each class a pupil is supposed to spend 1 year. Every spring, the teachers' conference decides whether a pupil is deserving to be transferred to a higher class. Unsuccessful pupils who have failed in not more than two subjects may be required to come up for re-examination in the autumn, while the weaker ones are left for repetition in the same class.

There is constant control of the pupils' success but it varies with the type of school. In the elementary schools pupils are transferred from class to class without special examinations, only on the basis of their attainments in the class during the year. At the end of the elementary course, however, they are examined in three subjects: Latvian language, mathematics, and one other, which, shortly before the examinations is prescribed by the Ministry of Education. According to the success shown during the year and at these examinations, a pupil of the final class may be awarded with (1) a certificate which

entitles him to enter a secondary school without examinations; (2) a certificate without such rights; and (3) no certificate if he is to remain in the same class for a repetition course. In the secondary and vocational schools there are class examinations every year, from 2 to 4 in subjects prescribed by the Ministry of Education. The same rule is observed at the end of the full course when the "absolvents" (graduates) of the gymnasias and vocational schools are also arranged into three categories: (1) receivers of the certificate of maturity, with the right to matriculate; (2) receivers of such a certificate without matriculation rights; and (3) the failures who must repeat the year.

At the end of the full course of the elementary schools, gymnasias and all vocational schools, the school certificates are distributed at a special festival closing "acts" (exercises), presided over by a Government representative who presents the "absolvents" with the Latvian President's gift—a fine book with ethical and patriotic contents. Acting as delegates for the Government, not fewer than 600 to 700 Government higher officials, including the Members of the Cabinet and even the President himself, take part in these school "acts." These school closing "acts," with the

participation of Government representatives, have become very popular.

Self-activity of the pupils is demonstrated best in organizations that exist in practically every school. The characteristics and aims of these organizations are various, with the one common principle as their essential feature that under the supervision and partial guidance of the teachers they give vent to the pupils' inborn tendencies and initiative so that they are applied for their own and their country's benefit. Worthy of mention are sport, temperance, aviation, literary, tourist, history, music, and other pupils' clubs; of greater importance, however, are "the mazpulki" (literally, the little bands, gangs, or regiments), the pupils' cooperatives, pupils' savings banks, and the Junior Red Cross groups. The "mazpulki" are self-active, educational youth organizations taking particular interest in agriculture, with the ultimate aim of inculcating in our youth love for their country, and aptitude for work, and developing strong characters. Their activities are guided by the Chamber of Agriculture, which supplies them with competent instructors, arranges prize competitions and summer camps, inspects the "mazpulki" crops, and provides suitable literature. On the average every fifth pupil in Latvia is an active member of the "mazpulki." Their periodical, *Mazpulkis*, is printed in 30,000 copies. Their leader is the President of Latvia.

The Junior Red Cross groups take special interest in developing pupils' self-activity along the lines of sanitary, wholesome living, mutual help, and keeping up friendly relations with school youth abroad. They also publish their own magazine, *Latvijas Jaunatne* (Latvian Youth). Pupils' Cooperatives strive for the spirit of cooperation and thrift and help the school to procure the necessary objects and instruments.

### Child Health

As regards improving the pupils' health, an important part must be ascribed to the school common dining room. These are set up not only in schools where there are common bedrooms for pupils whose homes are far from the school, but also in many others. In some these common dining rooms provide only warm breakfasts, which are served out to the pupils during the long interval; in others, there are breakfast, dinner, and supper, even tea. The poorer pupils partake of the meals free of charge, the State or the municipalities paying for them. The other children pay the cost themselves. In many schools of agriculture the foodstuffs for their common dining table are supplied by the school land, which is cultivated by the pupils themselves during their practical lessons in nature study. Many of the sanitary and hygienic improvements in Latvian schools are the work of recent years, since the rearranging of the Government and giving it an authoritative basis. In 1934 just a little more than one-half of all Latvian

schools had arranged common board for the pupils; in 1937/38 not less than 80 percent had provided it. Observations prove that to feed children thus in the schools not only improves their health but also favorably influences regular school attendance and success in school work. In schools where the common table is well looked after, the percentage of unsuccessful pupils is considerably smaller.

### School Physician

The law prescribes a school physician for each school. He is paid by the school board which furnishes medicine also for the poorer pupils. In some schools there are special dentists. The general system of physical culture carried on by gymnastic instructors who must have had thorough training in the Institute for Physical Culture, is doing much good. For healthful summer vacations, city children are sent to the country and the municipalities and the Ministry of Public Welfare pay the expenses if the parents cannot afford it. Much more careful attention is being given to the erection of sanitary school buildings. On January 28, 1935, the President of Latvia appealed to all citizens to remember their first school, the church, the parish, or society with which their childhood had been associated, and to present them with books, paintings, musical instruments, etc. The response to this appeal was such that the Ministry of Education was obliged to organize a special "Friendly Appeal Bureau," to sort and send out to the indicated schools the stream of donations flowing in from every part of the country. Even whole buildings have been erected and presented to schools. Within 3½ years, more than half a million lats in cash, 1,302,000 volumes of books, 3,672 paintings, sculptures and other objects of decoration, many musical instruments, and educational and medical supplies were dedicated by thousands of citizens to their first schools.

### Higher Education

The institutions of higher education, all located at Riga, are the Latvian University, Latvian Conservatory of Music, Latvian Academy of Fine Arts, Herder's Institute, and the Roman Catholic Theological Seminary which will soon be joined to the university as a faculty of theology with the right to award academic degrees.

Latvian University was founded in 1919, with 940 students and a teaching staff of 110. It has grown into a unified institution with 11 faculties, a large number of institutes and clinics and libraries with about 320,000 volumes.

Herder's Institute is a private organization of higher instruction for Germans. Two private institutes of commerce will be closed soon because the attendance does not warrant continuing them.

The Government will open a special Agricultural Academy in 1939 at Jelgava with

faculties of agriculture and forestry. The faculty of agriculture at the University will then be closed.

### People's Universities and Courses

Fourteen people's universities and their branches attended by 2,596 persons, and 187 different courses attended by 15,764 were functioning in 1937-38. These universities and courses are permanent educational institutions which cannot be opened unless the Ministry of Education has approved their statutes, their program and their teaching staff with the required education and training. Besides the permanent courses there are, every year, organized by various institutions and societies special series of lectures upon different, special or general, problems. Noteworthy are also the various private tutors, who give instruction to private individuals or to small groups of them, 3 or 4 persons at a time. These tutors must be registered at the Ministry of Education, and prove that they have acquired the necessary general and special education. Without a special permit from the Ministry of Education no publicity is allowed private tutors or courses.

### Statistical Measures

Summarized below are the statistics of education in Latvia for 1937-38.

| Educational institutions, type                                      | Their number | Attendance |         | Teaching staff |
|---|--------------|------------|---------|----------------|
|   |              | Total      | Women   |                |
| Elementary, primary, supplementary schools and kindergartens        | 1,904        | 231,533    | 111,062 | 9,287          |
| Lower schools of special type                                       | 83           | 7,317      | 2,250   | 735            |
| Vocational secondary schools and other institutions of special type | 45           | 7,744      | 3,460   | 922            |
| Gymnasias   | 77           | 16,779     | 9,704   | 1,603          |
| Private academic institutions                                       | 4            | 528        | 154     | 83             |
| The Latvian University  | 1            | 6,813      | 2,038   | 416            |
| The Latvian Conservatoire   | 1            | 278        | 146     | 38             |
| The Latvian Academy of Fine Arts                                    | 1            | 205        | 63      | 21             |
| Total   | 2,116        | 271,197    | 128,877 | 13,106         |

In 1914, the population of Latvia amounted to 2,552,000, and for every 1,000 inhabitants only 67 pupils were attending different schools. By the Census of 1920, the population was reduced to 1,596,131, yet for every thousand inhabitants there were 80 pupils attending school; in 1925 this number was already 110; in 1935, it was 130, and in 1937 it reached 137 pupils attending various schools (not including courses and people's universities). The relative numbers had more than doubled. Expenditures per pupil and per inhabitant have increased from threefold to fourfold. Schools that in general were formerly accessible only to the privileged and wealthy classes, now give every opportunity to everybody to attain, not only to secondary, but also to academic education.



# Next Steps in Adult Civic Education

by Paul H. Sheats, Field Counselor, Federal Forum Demonstrations

★★★ Three years ago demonstration forum programs were started in three widely separated and varied centers under the immediate direction of the local superintendents of schools acting for boards of education, and with the assistance of the Office of Education. Since then other demonstrations have been conducted involving 580 communities in 38 States. In every instance these programs have been under the direct supervision of the local agencies of public education; experience has been reported; and results evaluated. Included in the demonstrations have been large and small cities, towns and villages, and urban and rural school districts.

Attendance has varied widely as have audience participation and interest. In general, however, on the basis of some 15,000 meetings with attendance figures approximately 1½ millions, it may be concluded (1) that forums under school sponsorship are practicable at a per capita cost which is not prohibitive; (2) that competent professional leadership can be secured for periods of from 1 month to a full school year on a full-time basis without sacrificing audience interest or educational objectives ill-served by programs without continuity, of leadership, frequent meetings, and opportunity for general audience participation; (3) that a Federal agency of education can cooperate with local school districts without limiting the autonomy and freedom of the latter, but through counseling and reporting contribute to the efficient administration of the local program; (4) that the democratic values of free speech and respect for the opinions and rights of one's neighbor are sufficiently well-cherished so as to guarantee at least majority support for school sponsorship of free discussion of our common problems.

## Basic Assumptions

Although some variations have been introduced into the forum demonstration within the past few months, the basic assumptions underlying past programs have remained unchanged. These assumptions are:

1. Forums should be open to the public free of charge and without limitation on free speech.
2. Forums should be sponsored by a responsible agency of public education.
3. Some administrative management and expert forum leadership are essential to the success of a forum program and hence are preferably provided on a paid basis.
4. In order to give adequate opportunity for audience participation the number of meetings scheduled should bear a direct relation to the population of the area served and

take into account the importance of neighborhood accessibility and continuity of theme in order to serve a genuine educational purpose.

As techniques for the dramatic presentation of controversial issues over the air are perfected there is more and more inclination to use the radio as an aid to the stimulation of citizen interest in public affairs. In addition to wider use of network discussion programs by listening groups at least half of the demonstration centers made use of local broadcasting facilities in presenting weekly round table or panel forums.

The practicability of employing forum leaders in a given area for an extended period of time has been pretty well established. In

## FORUM PLANNING HANDBOOK

By J. W. Studebaker, Commissioner of Education, and Chester S. Williams, Assistant Administrator, Federal Forum Demonstrations

A study manual on practical plans for school-managed community forums based on the materials and records of the demonstration forums sponsored by the Office of Education in 580 communities located in 38 States. This handbook is now available upon request to the Office of Education, United States Department of the Interior, Washington, D. C.

three demonstrations just concluding (Mississippi, Georgia, and South Carolina) one leader has served each area throughout the full 5-month period of the demonstration. Administrators of these three programs report definite advantages from such long-term service in the form of greater adaptation of subject matter to local problems and conditions, increased community confidence in leadership of the forums, more audience participation, continuity of subject matter, and more opportunity for variety in the use of different forum methods and discussion techniques.

Administrators of the forum demonstrations in reporting public response to this year's programs mention most frequently the growing demand of forum audiences for a greater share in the forum program with more opportunity for audience participation; less emphasis on the formal lecture method of subject-matter presentation; wider use of the panel and symposium composed of local, not "imported," experts; more concern for the sharing of ideas, experiences, and points of view; less of the "ladling out" of ready-made answers and pet propagandas.

Many communities report plans for continuation of the forum program. In Georgia a majority of the cooperating superintendents prefer State department assistance in procuring speakers and forum leaders. In New Jersey the State Teachers College at Paterson has taken the lead in organizing a continuation program for the area served by the college, to operate for a period of 5 weeks next fall. Similar programs have been planned in the New Brunswick and Camden areas. Superintendent R. W. Crane at Dunellen, N. J., reports that his citizens forum committee has already voted to undertake an 8-week series.

Particularly interesting are reports with reference to demonstration centers operating throughout the 3-year demonstration period. From several centers has come evidence that forum audiences grow in ability to analyze propagandas critically, become less emotional and intolerant with reference to "hot" issues, and develop skill in audience participation. Preponderance of opinion seems to favor the employment of specially trained and qualified forum leaders, on a full-time employment basis. Volunteer leaders may be used advantageously to supplement and assist the paid personnel.

## Need for Information

As increased experience in the problems of administering school-sponsored forum programs is reported, the need for wider discovery of this new knowledge becomes increasingly evident. Extensive as the experimentation in this field has been, much still remains to be done in the direction of making the information thus accumulated available to professional and lay groups which might be interested in sponsoring community forum programs.

This obvious need for dissemination of information and counseling assistance has led to a modification of the program of the Office of Education as planned for the remaining weeks of the current school year.

During this period no funds are being made available for the continued employment of expert forum leaders in existing demonstration centers. Instead, the money is being used to finance the following activities:

1. Funds are being provided to 15 State departments of education with which to employ field counselors, one in each State. In each of the States thus chosen, interest in securing such assistance had been indicated either in the State forum conferences held last year or in reports of the State forum committees appointed since that time. Counselors in these States have already been chosen by the respective State directors of education, as follows:



Youth forum—University of Georgia, Athens.

*Chief State School Officer*

|                                  |                    |
|----------------------------------|--------------------|
| T. H. Alford, Little Rock, Ark.  | C. E. Dicken.      |
| W. F. Dexter, Sacramento, Calif. | V. Landreth.       |
| M. D. Collins, Atlanta, Ga.      | E. Woodward.       |
| J. S. Vandiver, Jackson, Miss.   | B. F. Brown.       |
| C. H. Elliott, Trenton, N. J.    | F. W. Ingvaldstad. |
| C. A. Erwin, Raleigh, N. C.      | A. B. Combs.       |
| A. E. Thompson, Bismarck, N. D.  | S. T. Lillehaugen. |
| E. N. Dietrick, Columbus, Ohio.  | C. W. Howell.      |
| Rex Putnam, Salem, Oreg.         | Ralph Hawkins.     |
| L. K. Ade, Harrisburg, Pa.       | Dorothy Phillips.  |
| J. H. Hope, Columbia, S. C.      | Kistler Rhoad.     |
| L. A. Woods, Austin, Tex.        | L. H. Griffin.     |
| F. L. Bailey, Montpelier, Vt.    | LeRoy Bowman.      |
| S. F. Atwood, Olympia, Wash.     | W. P. Tucker.      |
| John Callahan, Madison, Wis.     | W. W. Detert.      |

*Field Counselor*

While reports of progress and accomplishment in these States will be made periodically to the Office of Education, counselors will be solely responsible to the State directors of education and their efforts will be adapted to the needs of the particular States in which they reside and work.

It is the hope of the Office of Education and the directors of education in the cooperating States that individuals and groups, school superintendents, and lay leaders, in the States where this counseling assistance will be available during the next few weeks will take advantage of this opportunity to secure assistance in the planning of community forum programs for the school year beginning next fall.

2. As in the past the Office of Education is supplying funds through June 30, 1939, to local agencies of public education for the employment of WPA workers in the development of local forum programs. Such assistance is available not only in the States employing field counselors but also in communities, irrespective of location, where there is a desire for this type of assistance.

Many of the communities, thus aided, are carrying on continuation programs originally begun as demonstration centers. It is significant that while fewer meetings are being held since Federal assistance for the payment of forum leaders is no longer available, there is still rather general agreement that paid leadership is essential to the successful management of forums as well as any other branch of the educational system. While volunteer leadership is extensively used in these programs most communities have found some means of financing paid leadership and

direction through regular school funds, fees, or donations.

3. With the emphasis which has been placed on the experimental nature of the forum demonstrations sponsored by the Office of Education during the past 3 years some kind of an audit as to public reaction and results would seem in order. Accordingly, an effort is being made through correspondence and questionnaires to measure the impact of the demonstrations on the thinking and activities of those identified with adult civic education.

4. Distribution of a Forum Planning Handbook will place in the hands of interested persons a concise summary of suggestions and recommendations with reference to organizing, financing, and managing community forums on public affairs. This handbook is available upon request to the Office of Education, United States Department of the Interior, Washington, D. C. It has been published in cooperation with the American Association for Adult Education. The manual was prepared by J. W. Studebaker, Commissioner of Education and Chester S. Williams, Assistant Administrator of the Federal Forum Demonstrations and is based on the reports and experience of the demonstration centers sponsored by the Office of Education.

Thus, in the persons of 15 field counselors as well as through the medium of the printed word the Office of Education in cooperation with local agencies of public education will continue to promote and encourage school-sponsored forum discussions on public affairs.

At a time when the need for a revitalized definition of the democratic tradition is increasingly evident, with a demand on every hand for an answer to the question "What does democracy really mean?" not in terms of abstract word symbols but in terms of real experiences in the daily lives of our fellow citizens, the potential contribution of the public forum to the unification of our people cannot be overlooked. The democratic values of free speech, regard for personality, respect for the rights and opinions of one's neighbor, emphasis on the worth whileness of shared experience, become vital to the forum-goer and in the process of experiencing them he finds renewed faith and confidence in the superiority of a way of life which relies upon discussion, compromise, and the free and independent spirit in preference to an illusory unity based on compulsion and force. As Doremus says in Sinclair Lewis' *It Can't Happen Here*, "Everything that is worth while in the world has been accomplished by the free, inquiring, critical spirit, and the preservation of this spirit is more important than any social system whatever." Because the forum, impartially and fairly managed by responsible agencies of public education, encourages free criticism, the circulation of new ideas and open discussion, it can in time become one of the most effective implements for acquiring new knowledge, and hence greater opportunity in the never-ending search for a fuller and richer life.





The girls enjoy themselves in their leisure hours at the State training school for girls, Birmingham, Ala.



A full course in cosmetology is offered at the State industrial schools for girls, Tecumseh, Okla.

#### Fourth Article in the Series

## Residential Schools for Socially Maladjusted Children

by Elise H. Martens, Specialist in the Education of Exceptional Children

★★★ Several years ago the superintendent of a State training school for juvenile delinquents ascribed to three major causes the tremendous difficulties which such institutions experience in making their programs effective. The causes were: (1) Ignorance of the possibilities of training for the young people concerned; (2) failure to meet the expense of good training programs; (3) persistence of the traditional concept that the offender must be punished and that his stay in the correctional school must be hard and uncomfortable.

Probably the third of these factors is at the root of the other two; for if the public were thoroughly committed to the doctrine of salvaging socially maladjusted or delinquent youth through a program of reeducation rather than one of penalties, it would study the needs and the possibilities of training in an intensive way, and it would be willing to spend the money required to realize those possibilities. The programs of many State training schools are suffering under the burden of inadequate

appropriations and some unfortunately also under political situations which make the young people committed to their care the victims of inefficient administration and teaching. The recognized educational groups within the State frequently know little about what is going on in such institutions and even turn away from them as being entirely outside of their sphere. Yet, if the objective of the institutions is one of reeducation, certainly they are—or should be—schools in every sense of the word, and as such they should share the interest and support of the State's educational leaders.

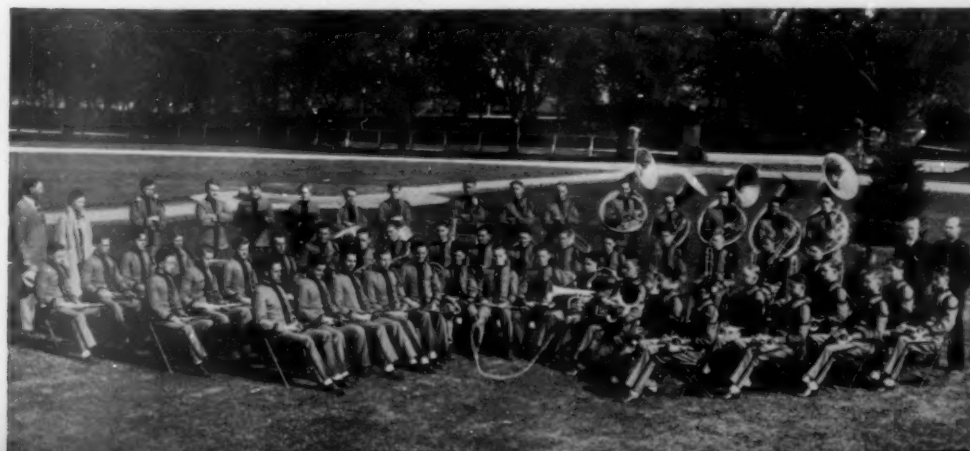
#### Administration

No doubt one of the elements interfering with such a relationship has been the separation, in most instances, of the administration of training schools for delinquents from that of other public schools of the State. Of the more than 150 institutions of this type in the United States, some operate under a separate board of trustees appointed by the Governor

or by a private agency. Others are administered by the State department of public welfare, still others by the State board of control, the State department of institutions, or even the department of penal institutions. A few are an integral part of the State educational system and are administered entirely by the State educational authority, while a few others are responsible jointly to the State department or board of education and to some other State or private agency.

A close administrative relationship to the recognized State educational agency is, of course, conducive to the acceptance of the residential institution as one of the schools of the State and to its participation in whatever advantages—and responsibilities—accrue from such a connection. Many leaders in the field of delinquency are looking forward to the time when this relationship will more generally obtain. But, whatever the present administrative control, there is no reason why a cooperative relationship should not exist between the agency controlling the school and

The school band at the Iowa Training School for Boys, Eldora, Iowa.



A group project in the school of masonry at Glen Mills School for Boys, Glen Mills, Pa.



the State educational authority, in order that the best that the State has to give educationally may be offered to the young people in residential institutions as well as to those in the day schools. Only as all agencies concerned can work together sympathetically for the effective reeducation of the boy or girl, can we expect the maximum benefit from the program.

#### *Aims of the Program*

An increasing number of training schools are attempting to put into their programs a vitality of purpose and of instructional content that will both appeal to the boys and girls and be of enduring value to them. The return of the pupil to the community as a fairly well adjusted individual, capable of entering into normal community life, is the recognized objective of all schools.

One school states its threefold aim thus: "First, social adjustment; second, training in vocation and academic subjects; and third, desirable work habits." This school further states that "social adjustment is of prime consideration in the grouping of children. The factors of age, size, and ability govern grade placement. Traditional school grades are disregarded." The work in this school—as in most schools—is divided into two major fields, academic and vocational. "The instruction at all levels is shaped around the interests of the children, with enough fixity to mold general trends, and with enough flexibility to meet the needs of the individuals of the group. The opportunity is provided for each child to work at an optimum capacity." Remedial procedures in special subject difficulties are instituted, units of work have an important place in the program, and vocational and semivocational pursuits are presented as "finding fields."

In preparing for a satisfactory return to community life, the modern training school makes it possible for the boy or girl who wishes to continue a regular high-school program to do so without loss of credit. The work done at the training school is evaluated in terms of units and can be applied toward graduation in any high school of the State. A school of more than 200 girls offers a full elementary course and has a high-school commercial department through which high-school credits can be earned. Another school for both boys and girls, with an enrollment of almost 400, has a faculty of 22 teachers, with a fully accredited elementary and high-school curriculum, including academic and vocational courses. A school for older boys reports an average of 90 students each year completing correspondence courses furnished by the State university and State department of education.

#### *Units of Experience*

If the present-day method of teaching through the use of integrated units of experience has merit in the day schools, it should be no less applicable to residential schools, in

which the pupils are in special need of vitalized and purposeful instruction. A few training schools have seen the possibilities of this method for creating desirable learning situations and are making extensive use of it especially on the elementary level. One school for girls reports a project on Mexico, which included a study of the history of Mexico, life among the Mexicans, their habits and form of dress, and the art of the Aztecs. The girls read stories about Mexico, learned Mexican songs and dances, decorated the room in colorful Mexican style, made Mexican pottery, constructed a Mexican village, and at the end of the project prepared a pageant depicting scenes in Mexico, for which they made their own costumes.

In another school a group of younger boys enthusiastically carried on a study of "Farm-yard Neighbors," in which the teachers of science, music, speech, recreation, and arts and crafts cooperated with the home-room teacher in planning their work so as to stress the elements of farm life. Intermediate groups in the same school studied "Pioneering," with all of its ramifications and implications. Through its dynamic activities in all fields of the curriculum this unit became a true medium for character education.

#### *Vocational Emphasis*

Ten or more years ago William Burnham named as three minimum essentials of mental health a challenging task, a constructive plan, and well-directed freedom. All three of these still apply, and they are significant in relation to the pupil's personal, social, and vocational future. Not the least of the needs of the socially maladjusted young person is the opportunity to be successful in some form of work, and the vocational emphasis in almost all training schools is an attempt to meet this need. Some schools participate in the State program for vocational education, sharing both the benefits and the duties attached to it.

One school, in stressing its function as a prevocational and vocational school, conditions the length of the boy's stay primarily upon the length of time he needs to complete his training in the vocation of his choice, with due consideration given to conduct. When he leaves the school, it is to start working at his chosen trade. The shops are genuine training centers and not merely places of industrial employment for purposes of production in the interests of the institution. Related subjects of an academic type are taught in connection with the vocational work.

For girls the occupational training relates chiefly to commercial, domestic, and personal service. Cosmetology is a popular course where it is available. Shorthand, typing, and bookkeeping appeal to some. Household arts and science, child care, home nursing and hygiene, and allied activities are helpful in preparing girls either for remunerative employment or for marriage. Poultry husbandry, gardening, and certain types of farm

work make the girl—or boy—who plans to go back to a rural community better able to take up the responsibilities that will face her there.

#### *"Extra-Curricular" Activities*

If social readjustment is accepted as the first aim of training schools, they must be responsible not only for the academic and vocational preparation of their pupils, but also for providing social life, recreational activities, moral instruction, and religious contacts such as those which are found in normal community experiences. One school reports that "many activities which in most schools are extra-curricular are included here in the curriculum." Among its offerings it lists football, basketball, hockey, band, glee club, orchestra, school paper, school yearbook, dramatics, scouting, school pep club, public speaking, hiking, sewing, knitting, and bridge clubs.

This school is a member of the State and regional high-school associations. It participates in athletics, musical festivals, and debates with other schools. The school choir has given a series of programs at the Sunday evening services of the various churches in the city. Frequent excursions are made into the city to visit model houses, demonstrations, picture shows, manufacturing and other plants so as to enable the pupils to gain clearer insight into commercial and productive enterprises of the community. The superintendent writes that "we are finding an increasing willingness on the part of the public to accept our children on the same basis as the pupils of other junior and senior high schools of the community."

A resident pastor leads the religious activities of the school, which include the weekly church services and Bible school and two Christian Endeavor organizations. A Catholic chapel is also in use on Sundays for children of this faith, with a chaplain in attendance.

#### *Psychological and Guidance Service*

The social adjustment of a socially maladjusted individual cannot be achieved without intensive study of his likes and dislikes, his abilities and disabilities, his strengths and weaknesses, his emotional responses, his vocational aptitudes, his environmental history, and all that goes to make up the person that he is. Hence psychological and guidance service of a specialized type is indispensable in a training school. In a few schools a well-equipped mental hygiene clinic has been installed, with physical, psychological, psychiatric, and social service. All pupils are carefully examined upon admission and the clinical recommendations are carried out by the educational and other personnel of the institution, subject to modifications as advised through continued study.

An evaluation of the mental abilities of the children is deemed of prime necessity. Educational achievement must be measured and remedial procedures planned on an individual

(Concluded on page 277)



# Adult Education of Negroes

by Ambrose Caliver, Specialist in the Education of Negroes

★★★ The provision of education for the children of all the people is recognized as essential to the development of our democracy; an extension of opportunities for life-long learning is rapidly coming to be regarded as a necessity for its preservation and advancement. The realization of these two ideals of education for Negroes, as in the case of many other democratic ideals, has been slow and difficult. The education of the children has been restricted by the lack of enlightenment of adults, and the education of adults has been conditioned by their earlier schooling. These facts give added significance to three recent events in the adult education movement for this racial group.

## Recognition of Need

(1) Formal recognition on a national scale of the special problems in the education of Negro adults was given during the National Conference on Fundamental Problems in the Education of Negroes, sponsored by the Office of Education in 1934. One of the 14 committees of this conference concerned itself with adult education. (2) In 1936 the Associates in Negro Folk Education was formed through the cooperation of the American Adult Education Association and the Carnegie Foundation. This group began the publication of the Bronze Booklet Series, devoted to the dissemination of information about Negroes, especially to adults. (3) In 1938 the first national conference on adult education for Negroes was held at Hampton Institute; a permanent organization was effected and plans made to hold annual meetings.

This adult education movement is gaining ground, and has received impetus from various governmental activities such as the NYA, CCC, and WPA. If the chasm which has existed, in both support and program, between the education of Negro children and the education of white children is to be avoided in the education of adults, and if the greatest possible benefits are to result with the fewest mistakes, a definite, coordinated, and persistent attack must be made on the problem.

## Special Problems

*Educational problems.*—Among educational problems of Negroes requiring special consideration in adult life are the following: (1) High illiteracy. Learning the 3 R's is naturally of great importance among the nearly 16 percent of the population 10 years old and over who are still illiterate. It is impossible to develop and maintain a democracy according to our ideals with a large sector of the popula-

tion in ignorance. (2) The large number of out-of-school children. This is a source from which illiterates and poor citizens are constantly recruited. Hundreds of thousands of Negro children are out of school daily because of lack of schools, lack of transportation facilities, lack of enforcement of compulsory school attendance and child labor laws. (3) Inadequate schooling. The following are prominent factors contributing to this inadequacy: Short school terms; pupil mortality; retardation; limited preparation and salary of teachers; and curriculum defects. Much of the above is due to lack of funds for the education of Negroes, which frequently results from an inequitable distribution of the funds that are available.

*Economic problems.*—The major economic problems of Negroes center around their occupational adjustment. Partially because of inadequate educational facilities, they frequently have not kept pace with the rapidly advancing knowledge and skill required in established occupations, and have not received re-education for new lines of work. Although other factors prevent them from finding jobs in some of the newly developed industries, lack of education is an important one. Some of the problems result from the high pupil-mortality rate among Negroes. Nearly three-fourths of the children entering the first grade never advance beyond the fourth. They not only do not remain in school long enough to benefit from occupational training for the skilled occupations in the later years, but they do not achieve command of the fundamental knowledge and skills that would facilitate adjustment in the simple occupations which most of them later follow. This is probably one of the reasons that such a high percentage (55) of Negro workers are unskilled.

✓ In addition to the need of regular adult education programs for Negroes, many special problems growing out of their social and economic background present themselves. For example, adult education for effective functioning in the fields of agriculture and domestic and personal service, in which a majority of Negroes have found employment, must concern itself with more than the mere teaching of the minimum requirements in knowledge and skill. It must stress some of the problems growing out of the recent application of science to these fields and the new demands made upon them by modern society.

Not only do Negro adults need special training in production and service occupations, but they also need such training in the distributive occupations, particularly in the organization and management of small businesses. For example, in keeping proper

accounts, in purchasing, in display and advertising, and in salesmanship.

*Social problems.*—Because of Negroes' limited background and present status there are many social problems which should be considered in any adult education program for them. Among those having to do with effective occupational adjustment, concerning which they especially need instruction, are: Organization, workman's compensation, unemployment insurance, wages and hours regulations, social security and employee representation.

With the complexity of governmental machinery, and the conviction that our democracy can be preserved only by informed opinion and intelligent action on the part of its citizens, it becomes increasingly important that Negroes participate in the current and future programs of adult civic education. The surest remedy for civic evils such as delinquency, crime, and political corruption, is education. While the promotion of literacy is basic, many qualities of good citizenship may be taught adults who are unlettered.

From the point of view of the number of persons involved, the amount of money spent, and the social functions served in it, the home is one of the most important institutions in modern society. The problems of the home are increasing in number and complexity with the constant changes which society undergoes. Negroes have felt the pressure of social change with considerable severity. The home and family life of millions of them may be characterized by the following conditions: Lack of security and stability; lack of modern conveniences, and unwholesome conditions both in the home and neighborhood; congestion; working mothers; early marriages; and broken homes. The conditions create special problems, some of which may be met through education. Adult home-making education is needed not only to supply deficiencies and remedy defects, but also to assist adults to keep pace with advancing demands. Some of the more acute problems that await aggressive and intelligent attack are concerned with adjustments among adult members of the home; parent-child relationships; infant mortality; home nursing; recreation; budgeting and purchasing; application of science and invention to the work and conduct of the home; and the proper utilization of available materials and equipment.

Health is both a social and personal problem. The poor health status of Negroes is well known. Equally well known is the relation of their illiteracy, economic insecurity, and unwholesome home surroundings to their health conditions. The correction, in adult life, of the ill effects of earlier disease, the

decrease of death and morbidity rates, and the promotion of better health and longevity among Negroes are necessary for the national welfare. Adult education is one of the means by which these results may be achieved.

*Personal problems.*—There are certain personal problems which require special emphasis in the adult education of Negroes. The first one is efficiency in daily living. Planning, system, self-discipline, initiative, and perseverance are qualities which the system of slavery did not promote, in fact, it discouraged them. Adult education can help greatly by recognizing these deficiencies and by developing a constructive program for their correction.

Leisure time is increasing among all groups. Because of lack of education, of limited background, and of inadequate recreational facilities, Negroes have been slow in developing those habits and attitudes essential to the wise use of leisure time. Moreover, the home and neighborhood conditions have acted as deterrents.

Negroes seem to be endowed with abundant capacity for getting happiness out of life. Their natural humor, emotional depth, artistic and musical ability provide a wealth of resources which have not only made their lot more bearable, but have enriched civilization. One profitable use of the leisure time of the adults of this group might well be to improve these talents and to develop self-confidence in their expression by informing themselves concerning their past contributions along these lines.

The pressures of social forces in our modern life are severe for those groups that are in an advantageous position; they are much more severe for Negroes who live under the handicaps and limitations resulting from their minority status. If they are to withstand these pressures without losing the capacity for developing and supplying the aforementioned gifts it will largely have to be done through adult education. As they become more enlightened, the limitations which they experience and the barriers which they encounter in their desire to develop and improve their condition intensifies their mental and emotional conflicts and increases the need for instruction in mental hygiene. Special attention should be given to the psychology of personal and racial adjustment. Mental hygiene instruction for Negro adults is essential if the greatest benefits are to be derived from programs for the improvement of their home life, their occupational and citizenship status and their personal well-being.

#### *A National Necessity*

A comprehensive program of adult education of Negroes is required for the national welfare for two important reasons: First, the mobility of the population is such that citizens from each State and section of the country migrate to every other State and section. They carry with them whatever assets or

liabilities they have, which means that ignorance and social maladjustments become contagious "diseases" whose effects are frequently more deadly than physical maladies. This migration is not only among regions but also among communities, and particularly from rural to urban centers, and is greatest among persons from about 20 to 35 years of age. It is during this period when learning incentives are probably strongest, when the need for reeducation is probably greatest, and when adult education efforts are probably most fruitful.

The extent of migration among Negroes during recent years is well known. Because of it, a growing number of communities are faced with the necessity of giving consideration to problems formerly unknown to them. Problems concerned with housing, occupations, health, recreation, and government are growing in difficulty, and many communities are finding that a broad program of adult education offers one approach to their solution. While some of these programs are effective, the problems are of such nature and their origins are so diverse that State-wide and Nation-wide approaches to their solution become essential.

The second reason why adult education of Negroes is a national concern is the necessity of conserving the talents of all the citizens and of encouraging their contributions to the national welfare. The variety of talents possessed by Negroes is gradually being realized. The range of their potentialities is no doubt comparable with that of other races. History demonstrates their ability to achieve in practically every field of endeavor. (Recently, in open competition, a Negro was awarded the first prize of \$350 by the Virginia Art Commission for his design for Virginia's exhibit at the New York World's Fair.) That they have not achieved in larger numbers is partly due to inadequate education, and partly to limited opportunities to use the knowledge and skill they have. Communities, States, and sections of our country are poorer because of the "human erosion" among Negroes and of the limited opportunities available to them for self-development. Adult education can help greatly to enhance and increase the gifts of this race to our general culture.

#### *Making Adult Education Effective*

The effectiveness of any program of education of Negro adults depends on education of white adults which will increase their appreciation of the contributions, needs, and potentialities of Negroes and their relation to our democratic social order. A beginning along this line is being made in a limited number of communities. Recently a 3-year adult education experiment was conducted in Atlanta, Ga., and in New York City, under the auspices of the Carnegie Foundation and the American Adult Education Association with this as an objective. The lessons learned

in these experiments should be applicable to other communities. The number of such experiments needs to be multiplied. There are certain materials for the information and guidance of groups desiring to conduct such experiments, but these, too, need to be increased in amount and improved in quality. Organizations such as the Commission on Interracial Cooperation, both local and national, stand ready to assist. Moreover, the proper education of white adults will reveal the fact that there are sufficient resources to supply all the needs of all the people, and that what is required most is resourcefulness and willingness to give all an opportunity to utilize the available materials to their fullest capacity for their benefit individually and for society.

One point that needs emphasis is that the adult education of Negroes should not be different in objectives from that of other groups, but there should be a difference in amount and application. Because of their circumstances, they probably need more and a greater variety than others. The ultimate purpose of adult education should be better to facilitate their adjustment to our democratic and technological life, and to assure their greatest possible contribution. Such a purpose will necessarily find expression through different methods, different materials, and different immediate objectives. In one community it may be an attack on illiteracy, in another the improvement of home and community conditions, in another, occupational adjustment, and in still another, civic enlightenment or recreational and artistic development. In many, of course, all these approaches, and others, must be employed simultaneously.

Through adult education, as a supplement to improved education of children and youth, we shall all advance together in the development and preservation of the American way of life, or through our group ignorance, and weaknesses, and antagonisms, we shall become vulnerable to the attacks of alien foes.



## San Francisco Program

"The responsibilities of our profession" is the theme of the National Education Association convention to be held in San Francisco, July 2-6.

A tentative outline of the program announced from the Washington N. E. A. offices includes general sessions devoted to discussions of: Professional Organizations; the World Situation; Foreign and Domestic Foes of Freedom; and the Wonders of Science. There are many assemblies and discussion groups planned, as well as meetings of the Representative Assembly and the Annual Life Membership Dinner.



# Twenty-Six Thousand Teachers Go to School

by Howard W. Oxley, Director of CCC Camp Education

★★★ Teaching teachers to teach is an important phase of the training and work program of the Civilian Conservation Corps. It is a phase upon which the success of the entire training and work program of the corps depends.

Civilian Conservation Corps officials have recognized the fact that an educational program can be no better than the staff of teachers who carry the instruction load. "Teachers should be selected from among the men, the officers, the camp technical staffs, voluntary teachers from local educational institutions, and unemployed teachers where available under the emergency relief program for education. In some instances men can take advantage of educational programs of the vicinity. Only persons interested in the men and their problems should be used as teachers." Thus reads the CCC Handbook for Educational Advisers. Special attention has been paid to the selection and training of teachers in order to develop a staff of effective instructors in the camps.

In January 1939, 26,006 instructors were offering leisure-time instruction in the 1,500 camps. Fourteen hundred and sixty-one of these instructors were camp educational advisers; 1,296, assistant leaders for education; 3,140, Army officers; 10,380, technical service personnel; 5,355, enrollees; 1,966, emergency education program and NYA teachers; 2,408, regular teachers and "others." The accompanying table shows the number of leisure-time instructors and subjects per instructor and company as of January 1938 and January 1939:

| Item   | Number of instructors, per company |              | Number of subjects, per instructor |              | Number of subjects, per company |              |
|--|------------------------------------|--------------|------------------------------------|--------------|---------------------------------|--------------|
|  | January 1938                       | January 1939 | January 1938                       | January 1939 | January 1938                    | January 1939 |
| Educational advisers.....                    | 0.97                               | 0.97         | 4.93                               | 4.74         | 4.78                            | 4.62         |
| Assistant educational advisers.....          | .80                                | .86          | 2.16                               | 2.13         | 1.92                            | 1.84         |
| Military staff.....                          | 1.96                               | 2.09         | 1.43                               | 1.46         | 2.79                            | 3.05         |
| Technical staff.....                         | 6.56                               | 6.92         | 1.21                               | 1.30         | 7.95                            | 9.00         |
| Enrollees.....                               | 2.78                               | 3.57         | 1.12                               | 1.15         | 3.11                            | 4.09         |
| E. E. P. teachers.....                       | .90                                | 1.25         | 3.00                               | 3.17         | 2.70                            | 3.96         |
| N. Y. A. teachers.....                       | .08                                | .06          | 1.68                               | 2.18         | .13                             | .13          |
| Regular teachers.....                        | .74                                | 1.06         | 1.32                               | 1.33         | .97                             | 1.41         |
| Others.....                                  | .51                                | .54          | 1.38                               | 1.34         | .70                             | .73          |
| Total number of instructors per company..... |                                    |              |                                    |              | 15.39                           | 17.32        |
| Total number of subjects per instructor..... |                                    |              |                                    |              | 1.63                            | 1.66         |

Seventy-two percent of the camp advisers have had experience in teaching or educational administration prior to entering the service of the corps. A number of the Army officers



Foremen-teacher training, conducted by camp superintendent.

have had business or industrial experience from which they draw in carrying on their part of the training program. A great majority of the technical service personnel have a rich background of practical experience from which to draw. Many of these also have had teaching experience in the various vocational fields. Specially qualified enrollees are selected to aid in the program of instruction.

The necessity of teacher training in the corps has been stressed since 1934 by the respective services. Improvement of the quality of teaching in the camps is the main objective of the teacher-training program. In order to attain this objective, the teacher-training program must be of such a nature as to arouse a greater amount of instructor and student interest in the educational program of each camp and, at the same time, to give camp instructors the fundamental principles and common practices that will lead to teacher-confidence and improved and more purposeful teaching.

Under date of January 4, 1934, the War Department issued the *Handbook for Educational Advisers*. This handbook contains valuable suggestions concerning the organization of the educational program and has continued as the basic philosophy of the program in the camps. In 1935, a 95-page *Manual for Instructors in Civilian Conservation Corps camps* was issued, which has since been the basis of the initial course in teacher training in a number of the camps. The manual stresses the responsibilities of instructors and

suggests methods and devices for more effective teaching.

In addition to these two fundamental sources, corps area and district headquarters throughout the country have constantly provided material for the adviser for use in the teacher-training program. Certain headquarters publish magazines regularly, in which space is given to teacher-training problems. Others publish papers or bulletins from time to time which are devoted to the same problems. These headquarters have also arranged conferences for the interchange of ideas among camp advisers, Army officers, technical service personnel, and enrollee instructors.

In February 1938, regularly organized teacher-training courses were held in 60 percent of the camps, 30 percent of the 23,884 instructors attending, meeting for an average of 3½ hours per month. A great number of these courses were taught by the camp adviser. In many camps, the teachers make a list of their problems, sift out the main ones, and solve them in class discussions. In other camps, the teacher attempts to impart basic principles of teaching.

During the past 2 years, State vocational departments have been of great aid in the training of camp instructors. Outstanding were the departments in Massachusetts and Georgia where a service was set up to provide teacher training for instructors in every camp in those States. In Massachusetts, courses were conducted in 25 camps for 2 hours per

(Concluded on page 287)

## How Hobbies Educate

(Concluded from page 260)

meager. Since theirs was a factory district they made an informal study of scrap or waste materials that they might secure from these factories, through fathers or mothers who were employed. Some one suggested that scrap or waste materials might come from homes as well, or from stores.

Materials were brought in and a list of them read somewhat as follows: Scrap metal, wood scraps, leather scraps, scraps from a paper box factory, wax paper bread wrappers, cellophane, flowerpots, cold cream jars, pickle and relish bottles, cord—both white and colored, cigar boxes, mother's or older sister's dresses in which there was usable material, candy boxes, gunny sacking, brown wrapping paper, corrugated paper, paper sacks, excelsior, discarded stockings, salt sacks, flour sacks, and tin cans.

A plan was developed whereby through discussion with the teacher, principal, and industrial arts teacher, possibilities were discovered for creating Mother's Day gifts from the materials at hand. The school supplied such things as paper, paint, crayons, dye, thread, glue, from its regular supplies, and equipment in the form of tools and working facilities. The ingenuity of children and the Old-World background of interest in color and decoration which was theirs through their parents, helped to make products that were both useful and artistic. Illustrations from magazines and books, and articles from the library on how to do or how to make, played a part in guiding the children.

From these waste or scrap materials came a trinket box, metamorphosed from a cigar box which had been sanded, stained, lined, and decorated with gay color. A cold cream jar by the use of common cord, glue and paint became a dainty covered jar for mother's dresser. A tin can cleaned of its labels and operated on with tinner's shears, became a sugar or flour scoop with a decorated handle. Discarded stockings dyed, cut, and crocheted became a mat or rug. Corrugated paper box siding was used as a canvas for a sketch, framed with cigar box board. Scrap metal became an ash tray. A flour sack was turned into a glorified dish towel by the use of embroidery. Salt sacks, ripped, washed, and fringed were decorated with tie-dye designs to make plate doilies or napkins. And so on throughout many other transformations, the hobby program did its work.

### Educative Values

And what of education in these activities? Several periods a week of industrial arts time were given to the planning and the working with materials. Children voluntarily worked outside of school hours. Discussions that were in no way artificial, reading that was guided by a purpose, need for following directions, recognition of value in waste materials,

use of creative ability in adapting materials and ideas to the principle of use, recording the results, planning a social occasion for their mothers at which they told about the project and displayed the resulting products were all phases of the experience. To look at the program from a purely subject-matter point of view, boys and girls had experience with oral and written expression, with reading, with arithmetic, spelling, writing, science, and crafts especially. For all of this learning they had a definite purpose, and that purpose fitted into actual living.

Although diversity is a keynote in hobbies, this extended illustration has been used in preference to many limited illustrations of various types. The hobby has value in and of itself, but its educative value must not be overlooked as schools critically evaluate their curricula from the standpoint of meeting individual, group, and community needs.



## State School Library Supervisors

(Concluded from page 262)

is being done toward remedying the inadequate library service in the elementary schools.

### Problems and Handicaps

These reports which the supervisors made on the present status of their program also called attention to some serious problems and handicaps. One was the inadequacy of funds for the proper development of school libraries. Although the importance of adequate school library service is being increasingly recognized, nevertheless sufficient funds are not yet being allotted to this purpose. Another problem mentioned frequently by the supervisors was that of in-service training for teacher-librarians.

Following the general discussion of the present status of supervisory programs, the conference took up the consideration of specific problems which special committees presented. Among these questions were: Criteria which supervisors should use in evaluating school libraries; essentials of good certification plans; methods of obtaining the cooperation of principals and teachers for the attainment of school library objectives; reasonable load for school librarians; and services which can be rendered to the supervisors by the Office of Education.

### Evaluation of School Libraries

In the matter of criteria for evaluating school libraries, the conference agreed upon the following questions as being pertinent under the category "Use": How well does the book collection reflect (1) the school curriculum; (2) the extra-curricular activities and hobbies of the students? Are the books being used for

the purposes for which they were selected? Is the selection of books a cooperative function?

Under "Service," the following questions were proposed as pertinent criteria: Do the principal and the teachers turn to the librarians for advice and information on what the library has to offer, and are they in turn directing their pupils to the use of library materials? Does the librarian participate in school activities beyond the library? Is the librarian familiar with the educational methods used in the classroom?

### Cooperation of School Administrators and Teachers

As a means of acquainting superintendents, principals, and teachers with the functions and problems of school libraries, the conference recommended that the teachers colleges and universities should offer courses, carrying credit towards a master's degree, in such subjects as children's literature, school library administration, literature for adolescents, etc. The conferees felt that these should be functional courses and should be designed not for the prospective school librarian but rather for the school administrator and the principal. In the case of some of these courses, as school library administration, for example, this material might well be included as a unit in a general administration course. The supervisors approved of the proposal to call the attention of the deans of summer schools to the need of such courses.

Another method proposed was displays of good school library books at institutions where summer courses are given to a large number of teachers. Also stressed was the desirability of having practice teachers do some actual work in the library, aiding pupils to use books and the library.

### School Librarian's Load

Emphasis was placed by the supervisors upon the need for a study of the school librarian's load in order to determine what is involved in terms of number and type of personnel to carry out the functions of a school librarian. As set forth by the committee reporting on the problem, these functions were considered to be: (1) A part in the school's program for guiding children and young people in reading; (2) a part in the school's program of curriculum development and enrichment; (3) a part in the school's program for helping children and young people grow in reading ability and study; (4) a major responsibility for acquiring, organizing, administering, and implementing the use of all types of library materials needed for the purposes of the school.

The conferees pointed out, however, that the reasonable load to be expected of the librarian will be conditioned by the extent to which the respective functions are carried out in a given school and also in part by the philosophy and objectives of the particular school.



## Certification of School Librarians

From a study on school library legislation being made by the associate specialist in school libraries in the Office of Education, it was noted that the laws of only seven States mention specifically certification of school librarians. However, 30 States and the District of Columbia at present have adopted regulations for the certification of school librarians, and even in States without such regulations, it is possible for local school units to establish requirements for their librarians, just as they have in the case of teachers.

The conference committee submitted the following points as covering the essentials of good certification: (1) Certification of school librarians should be made by the State agency certifying other school employees and should be comparable to that for teachers; (2) training requirements for full-time school librarians should include library school graduation, including courses in school library organization and administration offered by instructors experienced in school library work. In addition, educational training of the full-time librarians should be in accord with that required for teacher certificates; (3) training requirements for part-time school librarians should include not less than 12 semester-hours in library science, of which training the courses in school library administration and organization and the courses in children's and adolescent book selection should be equal to those for the full-time librarian. In addition, the educational training should be in line with that required for the teacher certificate.

In answer to the question concerning what agencies should offer courses, the conference committee recommended that for teacher-librarians the teacher-training institutions should offer courses comparable in quality to similar ones offered in accredited library schools. For the school librarians, courses at the library school should be set up with resources and personnel to meet the specific needs for the training of school librarians.

## Services Desired from Office of Education

The conferees also submitted a list of studies and services which they desired the Office of Education to undertake. Among these was a proposed study of the status and function of school library supervisors in city and State school systems, with special attention to the effect of supervision upon the outcomes of the school library. It was recommended too that a study be made of the best method of providing a knowledge of book resources, library tools, and techniques in teacher-training programs for teachers or prospective teachers. Emphasis was placed also on the need for recommendations from the Library Service Division on which individual States might base programs for the use of possible Federal-aid funds granted for school and public libraries. The investigation of the reasonable load for a school librarian was

listed as another desirable project to be undertaken by the Office of Education. Still other suggestions included the publication of annotated book lists on various subjects and for various purposes, the issuance of leaflets making recommendations for the planning and equipment of school libraries, including facilities needed by public libraries which give school library service, and the encouragement of the making and distribution of phonograph records and transcription of book talks, stories, and other activities essential to the promotion of school library programs.

The State supervisors of school libraries began their active group cooperation immediately by agreeing to check a tentative list of approximately 500 books, which is being formulated in the Library Service Division, for the elementary school child. The list is being prepared by the specialist in school libraries to answer requests from supervisors and others interested in children's books.

## Members of the Conference

The supervisors included in the conference represented States with a total elementary and secondary enrollment of over 8,000,000 pupils. The visiting members in attendance were:

Mildred L. Batchelder, chief, school and children's library division, American Library Association, Chicago, Ill.

Amanda Browning, school library adviser, State library, Indianapolis, Ind.

C. W. Dickinson, Jr., director of school libraries and textbooks, State board of education, Richmond, Va.

Mary P. Douglas, adviser, school libraries, State department of public instruction, Raleigh, N. C.

Ruth M. Ersted, supervisor of school libraries, State department of education, St. Paul, Minn.

Sarah L. Jones, supervisor of school libraries, State department of education, Atlanta, Ga.

Anna C. Kennedy, supervisor, school libraries, State education department, Albany, N. Y.

Irene M. Newman, supervisor, school libraries, State department of public instruction, Madison, Wis.

Martha M. Parks, director of school libraries, State department of education, Nashville, Tenn.

Lois F. Shortess, supervisor of school libraries, State department of education, Baton Rouge, La.

Barbara M. Smith, children's and school librarian, State free public library commission, Montpelier, Vt.

Eulah Mae Snider, librarian, P. K. Yonge Laboratory School Library, University of Florida, and library service consultant, State department of public instruction, Gainesville, Fla.

Willie W. Welch, school libraries' consultant, State department of education, Montgomery, Ala.

## Results of the Conference

The members of the conference expressed the opinion that the meeting had brought about a better understanding of the common problems confronting State supervisory programs; that it had acquainted each member with the practices and procedures which are followed successfully in other States and had provided valuable material for future plans. The work proposed by the group should be of value to other States which at present do not have State supervision of school libraries but are considering the problem. The Office of Education received valuable aid from the suggestions made by the visiting participants in the conference.



## Residential Schools

(Concluded from page 272)

basis. Almost every training school enrolls a considerable number of pupils who are unable to do what is considered "standard" school work, and even some who must be classed among the mentally defective and who really belong in a separate institution for the defective delinquent. As long as these remain in an institution for the socially maladjusted, the curriculum should be modified accordingly, just as it is adjusted in the day schools to meet the needs of mentally deficient children in special classes.

## A Letter

Institutionalization has its weaknesses. Some leaders in social work are studying the advantages of foster home care and other means of changing the environment of the offender without institutionalization. Significant success has been attributed to some of the means used, in contrast with the failures of the institution. Such failures must be admitted—too many of them. But there are also successes—successes conditioned to a large extent by public attitude and public support of a program in keeping with the highest ideals of education. What one girl said upon the eve of leaving a State training school for a period of parole is a suggestion of what one should like every youth to be able to say as a result of his stay in such a school:

"I have learned to work. I know that I can go to any home and work and know what I am doing rather than having to wait for someone to come to me and tell me what I should do next and how I should do it. I have learned a new meaning of cooperation. I know that unless I cooperate with the person that is next to me I will not get my work done, and if I do get it done it may not be done as it should be. There are other people in this world besides me and they sometimes like a little recognition. I cannot expect to get all I can for myself and not give anything to the other person and still make friends. And above all else I want to make friends."

# School Transportation

by David T. Blose,  
Associate Specialist in Educational Statistics

★★★ During the year 1923-24 only 837,361 pupils were transported at public expense but by 1935-36 this number had increased to 3,250,658 or nearly four times as many. This increase is not only due to consolidation but to the transportation of high-school pupils to high-school centers. In one State having 147,299 high-school pupils, 35,254 rural district pupils were enrolled in other districts having high schools. Of these high-school pupils 13,416 were transported at public expense. The five States transporting the greatest number of pupils were: North Carolina, 269,656; Ohio, 257,253; Texas, 227,247; Indiana, 205,115; and Alabama, 161,552.

The States as a whole transported 10.3 percent of the school population 5-17 years of age (both ages included), in 1935-36. The 10 States with the lowest percentages were: Illinois, 1.6; Wisconsin, 1.8; Nebraska, 2.1; Rhode Island, 2.7; Kansas, 3.0; Michigan, 3.1; South Dakota, 3.5; Missouri, 3.6; Pennsylvania, 3.7; New York, 4.0.

This group of States represents over one-third of the school population. Much of their territory is urban where most pupils live near schools.

The number of transportation vehicles has not increased as rapidly as the number of pupils transported.

The amount expended for transportation in 1935-36, including capital outlays, was \$62,652,571. This amount is an increase over previous years, but the number of pupils transported has increased more rapidly in proportion than the expenditure. The cost per pupil transported has decreased from \$35.38 in 1923-24 to \$19.27 in 1935-36. This is the lowest for any year to date. The rate per pupil ranged from \$7.30 in North Carolina to \$55.63 in Nevada, in which State the distances to schools are long and the country sparsely populated. The following gives the range of per pupil transportation costs in 44 States and the District of Columbia:

| Amount               | Number of States | Amount               | Number of States |
|----------------------|------------------|----------------------|------------------|
| Less than \$10.00..  | 2                | \$30.00 to \$34.99.. | 4                |
| \$10.00 to \$14.99.. | 10               | \$35.00 to \$39.99.. | 2                |
| \$15.00 to \$19.99.. | 7                | \$40.00 to \$44.99.. | 3                |
| \$20.00 to \$24.99.. | 6                | Over \$45.00.....    | 4                |
| \$25.00 to \$29.99.. | 7                |                      |                  |

The transportation of pupils was authorized in Massachusetts in 1869. For many years horse-drawn vehicles, electric and steam railroads, and boats were used, but in 1909 West Norristown, Montgomery County, Pa., began using a motorbus. Since that time a horse-drawn vehicle has nearly become a thing of the past.

The total number of school buildings decreased 25,464 between 1923-24 and 1935-36. During the same period one-room school buildings decreased 34,709. This does not mean that we are having less building facilities, because many one-room buildings are being replaced by larger schools. During the

year 1923-24, 22.2 percent of all teachers were teaching in one-room schools but by 1935-36 only 15.2 percent were teaching in these schools. During this same period 109,625 teaching positions were added to the schools of the country. Eleven States have over 5,000 one-room schools each, of which the following seven adjoining Middle Western States have the most: Illinois, 9,925; Iowa, 9,115; Missouri, 7,357; Minnesota, 6,797; Kansas, 6,777; Wisconsin, 6,529; and Nebraska, 5,958. Transportation of pupils to schools would not seem difficult in these States, which have comparatively level territory and good roads.

Public-school transportation, 1935-36

| State                     | Total number of school buildings in State | Number of 1-room schools | Total number teaching positions | Percent of teachers in 1-room schools | Number of pupils transported at public expense | Number of pupil-transportation vehicles operated at public expense | Total amount of public funds spent for transportation | Average cost per pupil transported |
|---------------------------|---|--------------------------|---------------------------------|---------------------------------------|--|--|---|------------------------------------|
| 1                         | 2   | 3                        | 4                               | 5                                     | 6  | 7  | 8   | 9                                  |
| Alabama.....              | 5,318                                     | 2,438                    | 18,341                          | 13.3                                  | 161,552  | 2,604  | \$1,487,968   | \$9.21                             |
| Arizona.....              | 711                                       | 145                      | 2,832                           | 5.1                                   | 17,225   | 400  | 348,530   | 20.23                              |
| Arkansas.....             | 4,879                                     | 2,655                    | 12,256                          | 21.7                                  | 54,705   | 1,122  | 665,109   | 12.16                              |
| California.....           | 18,720                                    | 1,528                    | 42,070                          | 3.6                                   | 122,215  | 2,400  | 2,723,865   | 22.29                              |
| Colorado.....             | 2,884                                     | 1,664                    | 8,776                           | 19.0                                  | 26,200   | 2,163  | 673,361   | 25.70                              |
| Connecticut.....          | 1,176                                     | 305                      | 9,711                           | 3.1                                   | 34,027   | 1,524  | 817,839   | 24.04                              |
| Delaware.....             | 242                                       | 111                      | 1,627                           | 6.8                                   | 10,430   | 230  | 295,094   | 28.29                              |
| District of Columbia..... | 175                                       | 2                        | 2,910                           | .1                                    | 256  |  | 21,350  | 83.40                              |
| Florida.....              | 2,523                                     | 1,640                    | 11,999                          | 5.3                                   | 73,040   | 1,418  | 1,604,640   | 21.97                              |
| Georgia.....              | 6,149                                     | 2,972                    | 20,783                          | 14.3                                  | 140,000  | 2,600  | 1,500,000   | 10.71                              |
| Idaho.....                | 1,629                                     | 733                      | 4,496                           | 16.3                                  | 14,220   | 332  | 442,072   | 31.09                              |
| Illinois.....             | 13,966                                    | 9,925                    | 46,547                          | 21.3                                  | 27,718   | 113  | 552,232   | 19.92                              |
| Indiana.....              | 3,486                                     | 1,363                    | 20,741                          | 6.6                                   | 205,115  | 7,224  | 4,086,517   | 19.92                              |
| Iowa.....                 | 11,842                                    | 9,115                    | 24,387                          | 37.4                                  | 57,574   | 2,870  | 1,533,788   | 26.64                              |
| Kansas.....               | 9,401                                     | 6,777                    | 17,339                          | 39.1                                  | 14,386   | 696  | 527,841   | 36.69                              |
| Kentucky.....             | 7,592                                     | 5,357                    | 17,359                          | 30.9                                  | 58,555   | 1,195  | 799,393   | 13.65                              |
| Louisiana.....            | 2,901                                     | 1,312                    | 13,085                          | 10.0                                  | 127,333  | 2,502  | 1,902,305   | 14.94                              |
| Maine.....                | 2,392                                     | 1,612                    | 6,290                           | 25.6                                  | 23,483   | 257  | 658,163   | 18.03                              |
| Maryland.....             | 1,489                                     | 651                      | 8,427                           | 7.7                                   | 49,366   | 914  | 977,068   | 19.79                              |
| Massachusetts.....        | 2,607                                     | 328                      | 26,354                          | 1.2                                   | 61,911   | 1,100  | 1,860,783   |                                    |
| Michigan.....             | 8,263                                     | 5,124                    | 30,182                          | 17.0                                  | 38,071   | 1,770  | 961,334   | 25.25                              |
| Minnesota.....            | 8,580                                     | 6,797                    | 21,190                          | 32.1                                  | 41,655   | 1,982  | 1,759,381   | 42.24                              |
| Mississippi.....          | 5,736                                     | 2,750                    | 13,667                          | 20.1                                  | 121,544  | 3,444  | 1,928,840   | 15.87                              |
| Missouri.....             | 10,244                                    | 7,357                    | 24,860                          | 29.6                                  | 30,567   | 1,242  | 541,265   | 17.71                              |
| Montana.....              | 3,210                                     | 2,538                    | 5,348                           | 47.5                                  | 25,000   | 1,540  | 796,018   | 31.84                              |
| Nebraska.....             | 7,917                                     | 5,958                    | 13,989                          | 42.6                                  | 7,339  | 221  | 255,280   | 34.78                              |
| Nevada.....               | 301                                       | 192                      | 916                             | 21.0                                  | 2,123  |  | 118,101   | 55.63                              |
| New Hampshire.....        | 849                                       | 424                      | 2,921                           | 14.5                                  | 10,352   | 745  | 457,892   | 44.23                              |
| New Jersey.....           | 2,024                                     | 223                      | 26,395                          | .9                                    | 83,874   | 1,592  | 2,178,206   | 25.97                              |
| New Mexico.....           | 1,250                                     | 576                      | 3,432                           | 16.8                                  | 23,420   | 898  | 657,715   | 28.08                              |
| New York.....             | 11,218                                    | 5,365                    | 78,532                          | 6.8                                   | 109,754  | 6,971  | 4,967,463   | 45.26                              |
| North Carolina.....       | 4,563                                     | 1,168                    | 23,144                          | 5.0                                   | 269,656  | 3,974  | 1,967,467   | 7.30                               |
| North Dakota.....         | 5,430                                     | 4,077                    | 8,334                           | 48.9                                  | 25,076   | 1,386  | 709,978   | 28.31                              |
| Ohio.....                 | 6,157                                     | 2,451                    | 41,200                          | 5.9                                   | 257,253  | 6,158  | 5,439,474   | 21.14                              |
| Oklahoma.....             | 5,868                                     | 2,500                    | 19,570                          | 12.8                                  | 99,532   | 2,577  | 1,223,948   | 12.30                              |
| Oregon.....               | 2,167                                     | 1,121                    | 7,017                           | 16.0                                  | 19,037   | 702  | 824,048   |                                    |
| Pennsylvania.....         | 11,689                                    | 5,855                    | 58,560                          | 10.0                                  | 91,668   | 3,066  | 3,225,582   |                                    |
| Rhode Island.....         | 425                                       | 52                       | 4,157                           | 1.3                                   | 14,349   | 108  | 174,822   |                                    |
| South Carolina.....       | 3,442                                     | 1,147                    | 13,663                          | 8.4                                   | 59,156   | 1,498  | 860,379   | 14.54                              |
| South Dakota.....         | 5,018                                     | 4,441                    | 8,570                           | 51.8                                  | 6,789  | 359  | 252,448   | 37.18                              |
| Tennessee.....            | 5,966                                     | 2,799                    | 19,348                          | 14.5                                  | 84,729   | 1,627  | 1,117,281   | 13.19                              |
| Texas.....                | 12,534                                    | 2,787                    | 43,743                          | 6.4                                   | 227,247  | 4,845  | 2,841,079   | 12.50                              |
| Utah.....                 | 639                                       | 53                       | 4,404                           | 1.2                                   | 26,836   | 436  | 606,736   | 22.61                              |
| Vermont.....              | 1,335                                     | 919                      | 2,557                           | 35.9                                  | 7,000  |  | 224,020   | 32.00                              |
| Virginia.....             | 4,878                                     | 2,400                    | 16,586                          | 14.5                                  | 120,360  | 1,897  | 1,303,305   | 10.83                              |
| Washington.....           | 2,274                                     | 794                      | 10,585                          | 7.5                                   | 80,035   | 1,981  | 1,500,748   | 18.75                              |
| West Virginia.....        | 6,099                                     | 3,786                    | 15,191                          | 24.9                                  | 84,324   | 890  | 1,101,998   | 13.07                              |
| Wisconsin.....            | 8,242                                     | 6,529                    | 20,899                          | 31.2                                  | 13,645   | 1,251  | 725,481   | 53.17                              |
| Wyoming.....              | 1,436                                     | 892                      | 2,644                           | 33.7                                  | 10,956   | 478  | 463,844   | 41.42                              |
| Total 1935-36.....        | 237,816                                   | 130,708                  | 857,934                         | 15.2                                  | 3,250,658                                      | 82,372   | 62,652,571  | 19.27                              |
| Total 1933-34.....        | 242,929                                   | 138,542                  | 836,210                         | 16.6                                  | 2,794,724                                      | 77,042   | 53,907,774  | 19.29                              |
| Total 1931-32.....        | 245,941                                   | 143,445                  | 863,348                         | 16.6                                  | 2,419,173                                      | 71,194   | 58,077,779  | 24.00                              |
| Total 1929-30.....        | 248,117                                   | 148,712                  | 842,601                         | 17.6                                  | 1,902,826                                      | 58,016   | 54,823,143  | 28.43                              |
| Total 1927-28.....        | 255,551                                   | 153,306                  | 821,753                         | 18.6                                  | 1,250,574                                      | 48,459   | 39,952,502  | 31.95                              |
| Total 1925-26.....        | 256,954                                   | 161,531                  | 795,745                         | 20.3                                  | 1,111,553                                      |  | 35,052,680  | 31.53                              |
| Total 1923-24.....        | 263,280                                   | 165,417                  | 748,309                         | 22.1                                  | 837,361  |  | 29,627,402  | 35.38                              |

<sup>1</sup> Statistics 1932.  
<sup>2</sup> Statistics 1934.  
<sup>3</sup> Estimated basis Indiana.

<sup>4</sup> Statistics 1931.  
<sup>5</sup> Statistics 1930.  
<sup>6</sup> Estimated basis previous years.



# Kindergarten Enrollments

by Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education

★★★ Reports of a sampling of public-school kindergarten enrollments for 1938, and of total reports for 1936 and 1932 have been summarized in an effort to answer the questions—What is the present Nation-wide picture of kindergarten enrollments for the public schools? What is the story by States and by cities of different population size? What changes are apparent during the past few years?

Whereas this report offers a general summary for the country as a whole, a much more realistic picture of school provisions for children below the school census ages would result from studies limited to a State, county, city, or local community. Through such studies kindergarten enrollments may be related to State laws and local regulations affecting school entrance ages and the financial support of kindergartens; current local census reports may be used to indicate the proportion of eligible children enrolled; the location of 5-year-old children in grade enrollments or in pre-first grade classes other than kindergartens can be revealed; and account can be taken of enrollments in privately supported schools to provide a total picture of local school facilities for pre-grade children.

For the year 1936 public-school kindergarten enrollments totaled 614,408 children. Related to an estimated 1936 population of 2,221,000 5-year-old children this enrollment indicates that 28 of each 100 of these 5-year-olds attend public-school kindergartens. For urban and rural areas, however, the figures are considerably different—based upon the 1930 census of 5-year-olds, only total estimates for the census are available since then—45 of each 100 living in cities are enrolled in kindergarten and but 5 of each 100 who live on farms and in communities having a population of less than 2,500.

## Wide State Variations

Wide variations in kindergarten enrollments also exist among the different States. Enrollments in city school systems include 90 to 98 of each 100 5-year-old children living in cities in the States of Nebraska, Nevada, Wisconsin, California, Colorado, Iowa, and in the District of Columbia; but 3 in each 100 in Florida, Tennessee, North Dakota, and West Virginia; and none in the States of Alabama, Idaho, New Mexico, North Carolina, and South Carolina. The proportion of the 5-year-old children living on farms and in rural areas who are enrolled in kindergartens varies from 50 percent or more in the States of Rhode Island, Maine, Connecticut, and Michigan to 2 percent or less in 18 States and with none at all in 16 States. It is possible, however, that kinder-

gartens are maintained in public schools of some of these States for which no enrollments have been reported. Due to the declining birth rate these ratios of enrollments to population would probably be higher if a current census were available for rural and urban areas and for the several States.

A comparison with the 1932 total enrollment figures shows a loss of 87,000 children in 1936. Since there were approximately 184,000 fewer 5-year-olds to enroll in kindergarten in 1936 than in 1932 the major portion of the decrease in kindergarten enrollments can be attributed to the reduced birth rate. The loss was greatest in large cities and in rural areas, but an enrollment gain of 1,534 children occurred during the 4-year period in the smaller cities having populations from 2,500 to 5,000.

## Sampling of Reports

Another comparison also emphasizes the effects of the reduced birth rate upon lower kindergarten enrollments in the larger cities and an actual increase in small places. Enrollments from the first 834 cities to send their 1938 reports were compared with the 1932 enrollments for these same cities. This sampling of city reports included 34, or 37 percent, of the cities in the first group; 109, or 46 percent, of those in the second group; 224, or 33 percent, of the third group of cities; 230, or 27 percent, of the fourth group; and 237, or 18 percent, of the fifth group; 420 of the cities maintain kindergartens. In 1932 this group of 834 cities reported 264,355 children in kindergarten and in 1938 they reported 239,215. The decrease, which closely approximates the rate of decrease in births, occurred in places having populations over 5,000 while an increase of 880 children occurred in places having a population between 2,500 and 5,000.

Both this comparison for 1932 and 1938 and the comparison of total figures for 1932 and 1936 indicate a trend toward the increase of kindergarten facilities in the smaller cities. Aside from decreases in enrollments among the larger cities due to reductions in the birth rate there are other possible explanations to be found in recent adjustments in school organization and in teaching procedures. One of these is the tendency in recent years to raise the kindergarten entrance age to 4½ or 5 years with the emphasis generally at the 5-year level. This has resulted partly from economy measures and partly from increasing interest in the nursery school as the educational program best adapted to the needs of children 4 years of age and younger. There is also a trend to reorganize the early elementary grades into a "primary unit" as an aid in reducing retardation. In this organization

the grouping of children and the selection of curriculum activities are adapted to children's developing needs and some 5-year-old children are being included in a well-integrated and highly successful program. In addition a variety of names is being used either to take the place of the term kindergarten or to provide additional classes for young or immature children preceding first grade entrance for which general school funds may be used. For example—subprimary, preprimary, transition class, extension class, and preliminary first grade. Enrollments reported specifically for such classes have been added in the present count for kindergartens, but probably some cities did not report these enrollments separately, but included them with those for the first grades.

## Spread of Interest

The numbers of children attending kindergartens throughout the country does not in itself indicate the extent of interest in the education of children below the age of 6. The number of school systems throughout the country or within a State which maintain one or more kindergartens does, however, give an indication of the spread of interest in pre-grade education. And the proportion of cities of different population size give a further indication of the general location of effort to meet young children's school needs.

The proportion of cities of all population sizes reporting kindergarten enrollments in the several States varies from 95 percent or more in Nevada, California, Michigan, and Wisconsin to 12 States having less than 10 percent, with 5 States having none at all. Grouped by population size the higher proportion of cities maintaining kindergartens (84 percent), are those having the largest population; the smallest cities have the lower proportion (27 percent).

Numbers of cities reporting kindergarten enrollments in 1932 and 1936

| Population size       | Total number of cities | Number of cities reporting, 1932 |               | Number of cities reporting, 1936 |               |
|-----------------------|------------------------|----------------------------------|---------------|----------------------------------|---------------|
|                       |                        | General data                     | Kindergartens | General data                     | Kindergartens |
| 100,000 and more..... | 93                     | 93                               | 79            | 92                               | 76            |
| 30,000-99,999.....    | 236                    | 233                              | 160           | 235                              | 146           |
| 10,000-29,999.....    | 672                    | 662                              | 313           | 608                              | 280           |
| 5,000-9,999.....      | 855                    | 729                              | 292           | 862                              | 291           |
| 2,500-4,999.....      | 1,302                  | 1,002                            | 353           | 1,200                            | 371           |
| Total.....            | 3,158                  | 2,719                            | 1,197         | 3,137                            | 1,164         |

Comparing 1936 reports with those for 1932 reveals a small decrease in the total number of cities reporting kindergarten enrollments. As will be seen in the previous table this decrease is greatest in cities having from 10,000 to 100,000 population and an increase has occurred in the number of cities in the smallest population group.

An indication of possible current increases in the numbers of cities providing kindergartens is shown below by comparing the percents of cities of different population size which reported kindergarten enrollments in 1932 and 1936 and by including the 1938 sampling of cities.

Percent of cities of different population size reporting kindergarten enrollments in 1932, 1936, and 1938

| Population size       | 1932<br>(2,719<br>cities) | 1936<br>(3,107<br>cities) | 1938<br>(834<br>cities) |
|-----------------------|---------------------------|---------------------------|-------------------------|
| 100,000 and more..... | 84.94                     | 84.44                     | 85.29                   |
| 30,000-99,999.....    | 67.79                     | 62.12                     | 72.48                   |
| 10,000-29,999.....    | 47.28                     | 41.93                     | 46.88                   |
| 5,000-9,999.....      | 40.05                     | 34.15                     | 43.48                   |
| 2,500-4,999.....      | 35.22                     | 27.20                     | 45.15                   |

### Kindergarten and Grade Enrollments

A percentage distribution of elementary grade enrollments has always shown a relatively small number of children enrolled in kindergartens, a high enrollment in the first grade, with a gradual leveling of enrollments from grade 2 to grade 8. The burden of enrollments at the first-grade level has been due both to the regulations controlling school entrance and to the arbitrary requirements in the curriculum for first-grade promotions—chiefly blanket achievements in reading for all first-grade children in a school system without regard for individual differences in rate of learning or differences in the children's home backgrounds. That this wide variation in grade enrollments is lessening may be seen in the following percentage distribution for the years 1932, 1936, and for the sampling of 1938. The reports include enrollments from all cities whether or not they maintain kindergartens.

Percentage distribution of grade enrollments in city schools for 1932, 1936, and 1938

| Grades | 1932<br>10,237,765<br>pupils | 1936<br>9,675,339<br>pupils | 1938<br>3,265,014<br>pupils in<br>834 cities |
|--------|------------------------------|-----------------------------|--|
| K..... | 6.01                         | 5.77                        | 7.29   |
| 1..... | 15.16                        | 13.88                       | 12.62  |
| 2..... | 12.65                        | 11.73                       | 11.23  |
| 3..... | 12.12                        | 11.74                       | 11.36  |
| 4..... | 11.90                        | 11.84                       | 11.44  |
| 5..... | 11.76                        | 11.94                       | 11.48  |
| 6..... | 11.03                        | 11.77                       | 11.75  |
| 7..... | 10.37                        | 11.37                       | 11.79  |
| 8..... | 9.00                         | 9.96                        | 11.04  |

The changes in grade enrollments indicated in the preceding table, as well as those which follow, may be due to one or more such possible factors as changes in school entrance require-

ments, improved classification and promotion practices, curriculum activities adjusted to children's needs and increased kindergarten or pre-grade facilities. The immunity of enrollments beyond the fifth grade to the influence of the lowered birth rate may be a factor in helping to equalize the proportion of upper-grade enrollments with those for the lower grades.

Confining the distribution of enrollments to the kindergarten and first two grades shows more clearly the relative number of children entering school at the kindergarten level, the burden of first-grade enrollments and its relation to enrollments in the following class.

The distributions of enrollments which follow are for the 1932 and 1938 reports of the sampling of 834 cities. The first distribution may be used as a basis for comparison of enrollments from all cities within a State or a group of States—both those maintaining kindergartens and those which do not. The second distribution includes only the reports from the cities maintaining kindergartens and should serve as a basis for comparison with reports from other cities having kindergartens. The second summary indicates that the cities providing kindergartens have a fairly even distribution of enrollments among the kindergarten and first two grades and have apparently made adjustments during the 6-year interval, 1932 to 1938, in the administrative and curricular programs affecting the placement and progress of young children.

Number and percent of children enrolled in kindergarten and in grades 1 and 2 for 834 cities in 1932 and 1938

| Class             | 1932    |         | 1938    |         |
|-------------------|---------|---------|---------|---------|
|                   | Number  | Percent | Number  | Percent |
| Kindergarten..... | 264,355 | 22.7    | 239,383 | 23.4    |
| Grade 1.....      | 482,284 | 41.3    | 414,635 | 40.5    |
| Grade 2.....      | 419,650 | 36.0    | 368,972 | 36.1    |

Number and percent of children enrolled in kindergarten and grades 1 and 2 for 420 cities maintaining kindergartens in 1932 and 1938

| Class             | 1932    |         | 1938    |         |
|-------------------|---------|---------|---------|---------|
|                   | Number  | Percent | Number  | Percent |
| Kindergarten..... | 264,355 | 27.1    | 239,383 | 30.1    |
| Grade 1.....      | 379,055 | 38.9    | 292,869 | 36.8    |
| Grade 2.....      | 330,985 | 34.0    | 263,241 | 33.1    |

### Current Emphases

Many studies during the past few years have presented convincing evidence that environment and effective guidance in early childhood influence successful school progress and materially affect personality adjustment. They emphasize the need for close cooperation among school, family, welfare, nutritional, and recreational agencies to assure young children a fair start in life. Other studies emphasize the need for a well-integrated program both for the period from 2 to 9 years of age and for

the total elementary school experience. They also indicate the need for continuous evaluations of the results in terms of children's growth and development.

Reports of such current programs as are included in the New York State series of Curriculum Guides for Teachers of Children 2 to 5, 5, and 5 to 9 years of age; in the Madison, Wis., Cooperative Study of Reading Readiness, and in the Childhood Education summary of the "primary school" type of organization indicate present widespread efforts to meet young children's needs. Yet, with the increasing interest in nursery education, and the growing demands of parents for school admission of pre-6-year-olds there seems to be a general need for stock taking of the educational, health, and recreational facilities available for young children in States, counties, cities, or neighborhoods; of the proportion of children being served and the needs of those not being served; and of the resources available for planning and carrying out such programs as are necessary and desirable. Accounts of such studies or surveys will furnish a far more graphic picture of what is being done for young children today and what they need than can be drawn from statistical reports.



### What Housing Means to Teachers

(Concluded from page 259)

the cost and provides an annual grant-in-aid to guarantee low rents. Other than this, the project is wholly a community enterprise. How large should it be? Whom should it house? What facilities should it provide? Within the general limitations of the act, these are considerations to be determined by the local housing authority, the community's agent to supervise the enterprise. And the local authority has the right to expect the assistance of every responsible organization in the community. Where is a more responsible group, or one more vitally concerned, than the instructors and administrators of the local public schools?

One of the first things which the schools can do to make their knowledge and experience available to the local authority is to appoint housing committees composed of teachers, to investigate the community's housing problems, and to submit recommendations. Such committees could also develop studies on the effects of bad housing on scholarship and citizenship. This material would do much to clarify issues and to crystallize public opinion.

"I believe in education as the remedy for the spiritual and economic disintegration of our civilization," writes Edward A. Fitzpatrick, dean of the Graduate School of Marquette University and president of Mount Mary College. Does not this concept of education demand the cooperation of the public schools in the fight for such living conditions as are absolutely necessary to make the teacher's work effective?





## New Government Aids FOR TEACHERS

by MARGARET F. RYAN



**FREE PUBLICATIONS:** Order free publications and other free aids listed from agencies issuing them  
**COST PUBLICATIONS:** Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● American tourists planning to take their cars abroad need to know the formalities involved in the entry of their motor vehicles and baggage into the various foreign countries with the least inconvenience and expense. Detailed information for more than 65 countries as to the entry and operation of tourists' motor vehicles and the custom's treatment of articles normally carried as baggage is furnished in *Taking Your Car Abroad*, Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 184. 15 cents.

● Illustrated circulars of information on the history, geology, plant and animal life, and accommodations of the following national parks are available free from the National Park Service, Washington, D. C.: *Death Valley—California*; *Carlsbad Caverns—New Mexico*; *Hot Springs—Arkansas*; and *Mount McKinley—Alaska*. (See illustration.)

A six-page folder of the volcanology, history, ethnology, and archeology of *Lava Beds National Monument—California* is also available free.

● The story of the production of copper is told in four new educational motion-picture films made under the supervision of the Bureau of Mines, United States Department of the Interior: *Copper Mining in Arizona* (3 reels); *Copper Leaching and Concentration* (1 reel); *Copper Smelting* (1 reel); and *Copper Refining* (1 reel).

Copies of these films, in 16- and 35-millimeter size are available for exhibition by schools, churches, civic and business organizations, and others interested. Applications should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa., and should state the width of film desired. No charge is made for the use of the films, although the exhibitor is expected to pay transportation charges.

● *Electrifying Your Farm and Home* tells what electric power can and should do for the farmer. The Rural Electrification Administration has free copies of this publication available and is organized to assist the farmer through loans to obtain electric service.

● Rural communities considering the construction of new community buildings will find in *Community Buildings for Farm Families*, Farmers' Bulletin No. 1804 (10 cents), data as to type and design of a suitable struc-

ture, room sizes, room uses, materials, and equipment. The numerous illustrations and floor plans may suggest new arrangements, new uses, and economies in existing buildings.

● *City Health Officers, 1938*—Directory of those in cities of 10,000 or more population, Reprint No. 1991, Public Health Reports, is available for 5 cents.

● Instrumental, noninstrumental, seismological observatory, strong-motion seismograph, and tilt observations of earthquake activity in the United States and its outlying parts for the calendar year 1936 have been summarized in Coast and Geodetic Survey Serial No. 610, *United States Earthquakes, 1936*. 10 cents.



Mount McKinley Toklat bear.

● *Crimson Clover*—its growth and distribution, adaptation, seedbed preparation, fertilizers, seed sources, rate and time of seeding, inoculation, unhulled seed, companion crops, diseases and insects, utilization, and seed production are discussed in Department of Agriculture Leaflet No. 160. 5 cents.

● Europe and the Near East, the British Dominions, Latin America, and the Far East are the four major geographical divisions into which the basic material to be found in *Economic Review of Foreign Countries, 1937*, Bureau of Foreign and Domestic Commerce Economic Series No. 2, is divided. Industry, agriculture, finance, foreign trade, and unemployment are the topics discussed for most of the countries included in the study. 25 cents.

● A study of 600 of the 12,500 nonfamily women on relief in Chicago—their industrial and economic backgrounds, the causes of their being on relief, and their employability—was made by the Women's Bureau in cooperation with the Chicago Relief Administration and the School of Social Service Administration of the University of Chicago. The results have been published as *Women's Bureau Bulletin No. 158, Unattached Women on Relief in Chicago, 1937*. 15 cents.

● For most causes of illness, especially fatal illness, rural residents have definitely lower rates than urban residents in spite of the superior medical facilities available to the latter was the conclusion reached by the Public Health Service in a study entitled *The Relative Amount of Ill-Health in Rural and Urban Communities*. Cost, 5 cents per copy.

● Any alien departing from any place outside the United States to the United States for permanent residence is an immigrant, according to *General Information Concerning United States Immigration Laws*, issued by the Immigration and Naturalization Service, United States Department of Labor. A *quota immigrant* is an immigrant who is subject to the numerical restrictions applicable to the nationality to which he belongs, and when the quota or number of immigration visas allotted to his particular country of birth has been exhausted, such immigrant will be refused an immigration visa in that year.

● *Store Arrangement Principles*, Domestic Commerce Series No. 104 (10 cents), is the first of a series of booklets designed to assist the small retailer by presenting salient principles involved in retail store arrangement. Fifteen pages of illustrations depicting successful examples of store arrangement in different kinds of businesses are included.

● Weekly mortality rates from all causes in a particular locality frequently increased during the summer months to as much as four times the expected mortality for that season of the year, the Public Health Service found in a recent study entitled *Mortality During Periods of Excessive Temperature*, Reprint No. 1955. 5 cents. The sharpest increases occurred during weeks of exceptionally high temperature.



# THE VOCATIONAL SUMMARY



## Art Courses Get Attention

Few States have given more attention to courses in art as it applies to industry and business than Massachusetts.

The supervisor of vocational art education in industry and business for the State has been cooperating during the past year in a number of surveys with organizations interested in practical applications of design. Attention is called by the supervisor to the fact that there is an increasing consciousness on the part of the public of the value of design. He cites as an example the fact that answers to a questionnaire recently distributed by a motor car manufacturer indicated that style and color are the two principal items considered by the customer in purchasing a car.

Attention is called further to the organizations with which the supervisor maintains contact and with which he cooperates. These include the Associated Industries of Massachusetts, the New England Council, the Advertising Club of Boston, the Boston Society of Arts and Crafts; and the organizations which are formulating plans for organizing Massachusetts craftsmen—The Federation of Massachusetts Handicraft Guilds, and the Federation of Industry of the Massachusetts State Federation of Women's Clubs. The supervisor has also maintained close touch with the New Hampshire League of Arts and Crafts.

Through the art education supervisor, also the Massachusetts State Division of Vocational Education has cooperated with the arts committee of the Massachusetts Teachers' Federation in its study of the problem of expanding art and design supervision in the rural districts of the State.

In line with the increasing emphasis which is now being laid upon the use of museum collections in illustrating design in public schools and in industry, the art supervisor cooperates with the director of the museums in Boston and Worcester in this field.

A part-time course in art as applied to industry and business was carried on last year cooperatively by the division of vocational education and the Massachusetts School of Art, Boston, under the direction of the supervisor of vocational art education.

The vocational division maintains a service set up to counsel and assist industry in the various phases of design for industry and business.

## More Than Half

More than half of 731 former vocational agriculture students in high schools in four different centers in Colorado surveyed last year are engaged in agricultural or allied occupations or are continuing their studies in agricultural colleges.

Of the 417 students in agricultural or allied occupations, 51 are operating farms of their own; 39 are operating rented farms; 139 are farming with parents as partners, on a definite or indefinite allowance, in charge of one or more farm enterprises, or as wage workers; 4 are engaged as partners on farms other than home farms; 78 are working for wages on farms other than home farms; 81 are engaged in occupations related to farming; and 25 are continuing their education in agricultural colleges. Those who are continuing their education in institutions other than agricultural colleges number 20; those who are engaged in nonagricultural occupations, 156; those deceased, 13; and those who could not be located, 125.

## Personnel Changes

Layton S. Hawkins, who for the past 3 years has been supervisor and consultant to the Works Progress Administration on its adult education program, has been appointed by the Secretary of the Interior Harold L. Ickes as Chief of the Trade and Industrial Education Service of the Office of Education.

Mr. Hawkins, who has had a varied experience in the field of vocational education, was a member of the staff of the Federal Board for Vocational Education when it was established in 1917, and for 3 years directed the vocational education program administered by the Board. Since 1921, when he resigned from the Federal Board, Mr. Hawkins has been associated with the United Typothetae of America, the Lithographic Technical Foundation, the Rossman Corporation, Cement Floor Contractors Association of New York City, New York Adjustment Service, American Association for Adult Education, and the State department of education in New York.

During the past 7 years Mr. Hawkins has given instruction in teacher training in the field of trades and industries at New York University. His work with the New York Adjustment Service has had to do with problems of adjustment and training of unemployed adults. He has also been on the staff of Teachers College, Columbia University, as an instructor in vocational education courses.

In his work with the Works Progress Administration and the New York City Board of Education Mr. Hawkins was responsible for the adjustment of employees' relations in the adult education program which involved some 3,500 teachers.

Identified as early as 1910 with labor leaders and representatives of industry in the early developments leading to the passage of the Smith-Hughes Vocational Education Act of 1917, Mr. Hawkins' activities have kept him in close contact with the problems of labor and industry.

Several other changes have been made in the staff of the Trade and Industrial Education Service. James R. Coxen, former agent for trade and industrial education in the western region, and agent in charge of the Trade and Industrial Education Service during the past year, has been made special agent for trade and industrial education in which position he will be responsible for research and other special activities. Jerry R. Hawke, special agent, has been appointed to succeed Mr. Coxen in the western region. N. B. Giles, special agent, has been appointed agent in the central region. The other members of the staff of the Trade and Industrial Education Service are as follows: R. W. Hambrook, senior specialist, G. A. McGarvey, agent, North Atlantic region; C. E. Rakestraw, agent, southern region; and Mrs. Anna Lalor Burdick, special agent for trade and industrial education for girls and women.

## A Camp-to-Home Service

Trade classes opened to CCC enrollees in five different centers last year offered many West Virginia boys the first opportunity they have ever had to learn a trade.

Young men enrolled in these classes, which were carried on in Benwood, Elkins, Martinsburg, Richwood, and Ronceverte, under the auspices of the State board for vocational education, were selected by means of tests and interviews. An effort was made to select those who by reason of their background, natural interests, and aptitudes were most likely to profit by the instruction.

They were brought from the camp to the school shops twice each week where they received instruction in both shopwork and related technical subjects.

As these boys finish their enrollment period and return to their homes or obtain employment elsewhere, an attempt is made by camp and vocational school authorities to follow them up and to see that they are encouraged by schools in the centers in which they become residents to continue their training in evening classes.

## Boys Learn Home Arts

Home economics classes for boys are increasing from year to year. Reports from Arkansas, for instance, show that during the year ended June 30, 1938, home economics teachers in 41 schools conducted 580 class meetings in which 1,206 boys were enrolled. In addition, 41 nonvocational teachers held 853 class meetings for 970 boys.

These courses, which varied in length from 2 to 18 weeks were conducted for boys only, no girls being permitted to enroll.

Instruction in home economics for boys in Arkansas, according to reports, "is based on



the daily living needs of those who enroll for this instruction. An effort is made to keep the masculine viewpoint and likewise to take into account individual responsibility for home life, human relationships, and standards of living. Thus far little emphasis has been placed upon vocational guidance and wage-earning occupations growing out of home economics instruction for boys."

Another State which offers home economics training for boys is South Dakota. Such training was given in 1938 in 8 schools.

The purposes of this training as outlined in the annual report from South Dakota are to help boys: To develop into worthy home members and gain an understanding of the problems involved in living with others; to develop an ability to select food, clothing, and recreation wisely; to develop an understanding of and ability in making social contacts and assuming social responsibilities; to develop an appreciative attitude and an understanding of the business principles involved in handling money and operating a home.

### Counseling With a Purpose

Occupational research, classes in occupations, and counseling services are among the activities carried on by the Vocation Bureau of the Cincinnati public schools.

The educational and vocational counseling program set up by the bureau is now carried on in three 6-year high schools, three junior high schools, and 18 eighth-grade elementary schools contributing to the high schools, thus making possible a continuous program of counseling for pupils from the eighth through the twelfth grades.

Believing that one essential of a counseling program is accurate and up-to-date educational and occupational information which may be drawn upon by counselors for these classes in occupations and for conferences with individual pupils, the Vocation Bureau has given special attention to gathering information of this kind. Counselors spend at least 1 day a week gathering such information in schools and training centers, business offices, factories and professional offices. In this way the bureau has obtained facts and data on 500 occupations and 98 training centers, which are contained in pamphlets and mimeographed publications issued for the help of school pupils.

Classes or group conferences in occupations are conducted by counselors. The purpose of these classes is to help pupils "realize the importance and interrelation of all work, to broaden their concept of occupations and to assist them in developing a method of thinking about occupations that will aid them in making educational and vocational plans." These classes provide an opportunity for the counselor and pupil to become acquainted in advance of the counselor's individual conference with the pupil. Some of the eighth grade teachers in the elementary schools are gradually assuming responsibility for the individual counseling conferences. A special

counselor was assigned last year to work with these eighth grade teachers.

During the individual conferences, which are based upon a knowledge on the part of the counselor of the pupil and his background, made available through a thorough system of record keeping, the counselor seeks to help the pupil in his vocational plans, and to help him lay out a program for his vocational preparation. The counselor also tries to help the pupil to make the proper educational and social adjustment, to plan his leisure time activities judiciously, to develop his personality, and to make any adjustments necessary in connection with family problems. The counselor is on the alert also to discover the problems of the individual which should be referred to specialists in various fields—psychologists, psychiatrists, physicians, and others.

In 1935-36 special counseling service was made available by the Vocation Bureau of the Cincinnati schools to 4,520 pupils. Brief conference service was made available to 5,000 additional persons. Another 1,729 pupils who were enrolled in occupations classes were not included in the counseling program due to lack of time. Miss Mary Corre is the director of the occupational research and counseling division of the vocation bureau.

### They Ignore Time

Among the objectives the State supervisor of agricultural education in New Hampshire—Earl H. Little—set for himself last year, was the organization and conduct of a series of short intensive courses "to improve the ability" of vocational agriculture teachers already in service. In line with this objective Mr. Little started a series of Saturday conferences early in May "for the improvement of techniques and skills in organizing and conducting farm-shop work, particularly that phase dealing with field-machinery repair."

Every vocational agriculture teacher in the State was required to attend these conferences, which were held from 9 a. m. to 12 m. and from 1 to 2 p. m. According to the report of the supervisor, "there was so much interest in the work that the afternoon hour was frequently extended to 4 or 5 p. m."

Principal attention in the course was focused upon repair of mowing machines, which were secured from local farmers. The course was given by George M. Foulkrod, technical subject matter specialist in farm shop, college of agriculture, University of New Hampshire.

### How They Do It in Corry

Enlightening and helpful facts and information are being brought out in the series of occupational surveys now being made in Pennsylvania by local public schools in cooperation with the division of vocational education, State department of public instruction. Schools, industries, workers, and professional persons assist in these surveys, which are carried on for the purpose of determining the

need for and the type of industrial training that will prove advantageous to individual workers, the employer, and the community.

As an example of the findings obtained and the recommendations which grow out of such surveys, the survey made in the Corry school district may be cited.

As a result of the Corry investigation, it was recommended that:

1. More extended diagnostic and corrective exercises be given in the schools in writing, spelling, and mathematical computation.
2. Guidance, both educational and vocational be provided for all students.
3. Trade courses which will insure efficiency in achievement be developed.
4. Inasmuch as most high-school graduates do not go to college, instruction provided for them stress the practical courses, and that classically minded students be provided for in separate classes in which the type of work suited to their future requirements is emphasized.
5. A systematic method be adopted for following up all graduates and withdrawals from secondary schools.
6. Explanation and try-out courses be provided at the proper point in the educational program.
7. Emphasis be placed in all courses and all grades on the importance of personality in securing and holding employment.

Among the items discussed by committee members are the following: General policies of the training program, status of trainees' advancement on completion of course, amount of home work to be required of trainees, modification of plan for training probationers, selection of training centers for probationers, time credit for attendance in course, checking and evaluating probationers on housekeeping, and permanency of training policy from year to year.

Among the questions which employers co-operating in the occupational survey at Corry were asked to answer are: What do you expect employees to know; how do you get a new employee started on the job; how many Corry High School graduates do you employ; what are the weak and strong points of these graduates; what are their chances of promotion as compared with nongraduates; does your plant offer a training program; what kind of training program do you believe should be offered in the school?

### Two Hundred of Them

Almost 200 different courses in trade and industrial education and in subjects related to the trades are being offered in public schools in Pennsylvania reimbursed from Federal vocational education funds, according to the Pennsylvania Department of Public Instruction. Trade courses range from aeronautics to wood metal finishing, and related subjects from hygiene to trade theory.

C. M. ARTHUR



# EDUCATORS' BULLETIN BOARD



## New Books and Pamphlets

### Safety Education

*Rehearsal for Safety, a Book of Safety Plays*, by Fanny Venable Cannon. New York, E. P. Dutton & Co., Inc., 1939. 132 p. \$1.

Contains eight plays and suggests procedures for dramatizing material in the safety education program.

*Safety and Safety Education: An annotated bibliography*. Prepared by the Safety Education Projects of the Research Division. Washington, D. C., National Education Association of the United States, 1939. 64 p. 25 cents.

Supplements the materials presented in "Safety Education Through Schools," the November 1938 Research Bulletin of the National Education Association.

### Self-Education

*Books for Self-Education*, by Sigrid Edge. Chicago, American Library Association, 1938. 95 p. 75 cents.

An annotated list for the reader who wants to broaden his knowledge of himself and his world. Books are grouped under six general headings: Success in daily living; Cultural background; Successful home life; Earning a living; Social and economic problems; Biography and travel.

### Vocational Guidance

To provide more adequate occupational information and data on job opportunities, a new nonprofit organization, Science Research Associates, has recently been formed in Chicago. The following publications are being issued: *Vocational Trends*, a monthly magazine of occupational facts and forecasts (\$2.50 a year); monthly occupational monographs (\$.50 each), the first title being *Opportunities for Statistical Workers*; a *Vocational Guide Index*, which is a monthly classification of current occupational material (\$4 a year); selected reprints and abstracts, issued monthly, of inaccessible or costly materials high in occupational value (\$3 a year); basic plans for community participation through vocational conferences, work discovery projects, and other programs (\$4 a year). Combination offers are available and inquiries should be addressed to Lyle M. Spencer, Director, 600 South Michigan Avenue, Chicago.

### Radio in Education

*The Library and the Radio*, by Faith Holmes Hyers. New York, National Advisory Council on Radio in Education, Inc., 60 East Forty-second Street, 1938. 101 p. 75 cents.

Contents: The librarian cooperates with educators on the air; The librarian as broadcaster; The librarian experiments with radio programs; A look ahead; Selected references.

*Auditory Aids in the Classroom: a report on the cost of providing auditory aids by broadcasting, by wire lines and by records*. Pre-

pared by John V. L. Hogan and R. M. Wilmotte. New York, Committee on Scientific Aids to Learning, 41 East Forty-second Street, 1938. 66 p. Free.

Designed solely to give to school administrators figures as to the approximate cost of providing auditory aids to classrooms by methods which are now practicable.

### Visual Education

*Visual Education and the Adult*. Report of a conference held May 13 and 14, 1938. Chicago, Ill., The University College, Northwestern University, 1938. 23 p. \$1.

The conference program was built around three major areas in adult education: 1. Visual aids in industry. 2. Visual aids in the community. 3. Visual aids in the college.

### Health and Public Welfare

*The School Health Program*, by C. E. A. Winslow. New York, McGraw-Hill Book Co., Inc., 1938. 120 p. \$1.50.

A special study of the school health program in New York State, made for the Regents' Inquiry into the Character and Cost of Public Education in the State of New York.

*Your Community, Its Provision for Health, Education, Safety, and Welfare*, by Joanna C. Colcord. New York, Russell Sage Foundation, 1939. 249 p. 85 cents.

An outline which contains suggestions for groups of persons who wish to survey their own community, especially for the provisions made to conserve health and safety and to promote the education and general welfare of its inhabitants.

### For School Libraries

*Activity Book for School Libraries*, by Lucile F. Fargo. Chicago, American Library Association, 1938. 208 p. \$2.50.

Ideas and suggestions for a variety of activities which center in the school library.

SUSAN O. FUTTERER

## Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan follows:

ADAMS, PHYLLIS M. A study of individual differences in fourth-grade reading. Master's, 1938. Boston University. 51 p. ms.

BARNES, EDWIN H. Utilization of the radio for educational purposes in Maryland. Master's, 1937. University of Maryland. 89 p. ms.

BUCKINGHAM, BURDETTE H. Significance of visual education to the textbook publisher. Master's, 1938. Boston University. 63 p. ms.

BURNS, BARBARA. Diagnostic study of reading difficulties in fourth grade. Master's, 1938. Boston University. 56 p. ms.

BURTON, HENRIETTA K. Reestablishment of the Indians in their Pueblo life through the revival of their traditional crafts: a study in home extension education. Doctor's, 1938. Teachers College, Columbia University. 96 p.

CASADY, CLEO P. Study of the formal education of retailers of Iowa and northern Missouri. Master's, 1938. University of Iowa. 54 p. ms.

COLSON, RALPH H. Progress made in improving the physical fitness of freshmen in six State teachers colleges of Massachusetts for the school year 1937-38. Master's, 1938. Boston University. 67 p. ms.

DAVIS, ORRIN C. Study of combinations, construction costs, enrollments, and cost per pupil in small high schools constructed in the New England States within the past 10 years. Master's, 1938. Boston University. 53 p. ms.

DELL, HOMER W. Study of the errors of Wood township grade and high-school pupils in their use of the mechanics of written English expression. Master's, 1937. Pennsylvania State College. 37 p. ms.

HANNAN, LORETTA. Fables, fairy, and folk tales in second-grade readers. Master's, 1937. George Washington University. 90 p. ms.

HARDING, MARION S. Unit organization of five topics in health education for twelfth grade pupils. Master's, 1938. Boston University. 127 p. ms.

HENDERSON, MARY ANN. Development of provisions for gifted children in the elementary school from 1872-1936. Master's, 1937. George Washington University. 59 p. ms.

IRWIN, FRANK L. Comparative study of the college preparation, teaching combinations, and salaries of Kansas high-school teachers, 1938. Master's, 1938. Kansas State Teachers College of Emporia. 38 p.

JOHNSON, JOHN T. Relative merits of three methods of subtraction; an experimental comparison of the decomposition method of subtraction with the equal additions method and the Austrian method. Doctor's, 1938. Teachers College, Columbia University. 76 p.

JOHNSON, RUTH V. Unit organization of the topic agriculture for a seventh-grade course in occupations. Master's, 1938. Boston University. 243 p. ms.

LATHROP, CECIL D. Supervised study versus individualized instruction in first-year algebra. Master's, 1937. Pennsylvania State College. 39 p. ms.

MEACHAM, WILLIAM M. Study of the success of Farm and Trades school boys after leaving the school. Master's, 1938. Boston University. 66 p. ms.

MURRAY, Sister M. TERESE G. Vocational guidance in Catholic secondary schools: a study of development and present status. Doctor's, 1937. Teachers College, Columbia University. 163 p.

MUMAW, OTIS J. Provision of facilities and some other aids for the teaching of music in the high schools of Osage county, Kansas, 1937-38. Master's, 1938. University of Kansas. 44 p. ms.

NEEB, MARIE M. Prognosis of success in 1A reading. Master's, 1937. George Washington University. 44 p. ms.

NESTORS, ARTHUR R. Program of work survey of the schools in Traill County, North Dakota. Master's, 1938. University of North Dakota. 88 p. ms.

RANKIN, CARL E. University of North Carolina and the problems of the cotton mill employee. Doctor's, 1934. Teachers College, Columbia University. 212 p.

ROBB, THEODORE. A study of State and city courses in industrial arts printing. Master's, 1937. George Washington University. 34 p. ms.

SCHULTZ, JOSEPH LEM. Analysis of present practices in city attendance work. Doctor's, 1938. University of Pennsylvania. 188 p.

WILLIAMS, PAUL E. The Y. M. C. A. college. Doctor's, 1938. Western Reserve University. 218 p. ms.

RUTH A. GRAY





## In Public Schools

### Missouri Nature Knights

"Any Missouri boy and girl between the ages of 6 and 15 can be a knight," says the Missouri Conservation Commission, Jefferson City, Mo., in its bulletin *How to Become a Missouri Nature Knight*. In another of its conservation bulletins, *The Missouri Nature Knights*, the Commission says:

"The Missouri Nature Knights is not a new organization, but a system of activities and awards which can be adapted to the requirements of any organized youth group in Missouri. Where no organized group exists, teachers can include the Missouri Nature Knights as an extra-curricular activity or supplementary to project work as provided in the State course of study. This system of activities and awards is the result of an increased demand for direction in conservation work applicable to Missouri conditions. Leaders of the various groups which have been seeking these aids have placed their approval upon the system to the end that the program can be utilized by schools, farm clubs, Boy and Girl Scouts, Campfire Girls, junior conservation clubs and similar organizations."

### Conservation Units

According to the Thirty-Third Biennial Report of the State Superintendent of Free Schools of West Virginia, "committees of teachers, sportsmen, and game protectors began work upon a program of revision of the tentative units in conservation, the purpose being more effective methods of teaching boys and girls the basic facts of conservation. The conservation commission cooperated with the department of education in planning this program. Each county committee submitted to the State committee their ideas, methods, and materials that should constitute a well-rounded conservation program. A letter of instruction, suggestions, materials, and an extensive bibliography were sent to each county chairman for use by committees. A manual was prepared and printed, intended to provide teachers with type units and suggestive outlines constructed so as to emphasize conservation in an integrated program—not as a special subject."

### Texas Broadcasts

A State-wide program of educational broadcasting by the State department of education of Texas was begun in 1937 through the 24 supervisory districts of the State, upon the recommendation of State Superintendent L. A. Woods. In the issue of *With Texas Public Schools* for January 1939, John W. Gunstream, deputy State superintendent, District No. 11, writing of the educational broadcasting in that district says:

"Through the cooperation of superintendents, supervisors, and teachers a plan of educational broadcasting was devised for the schools of District 11, which comprises Dallas, Rockwall, Navarre, Ellis, and Kaufman Counties. This plan provided for a weekly presentation of 15 minutes in length of educational and socially desirable programs on a non-commercial, nonpolitical basis. It further provided that the programs should be based upon the existing public-school curriculum and designed to correlate with the instructional work of the various grade levels. Also this plan provided that the scripts and production should be prepared and presented under the direction of a radio workshop or a properly trained individual."

### Minneapolis Radio Activity

Organization of radio workshops in nine high schools for training in preparation and presentation of educational programs is one of the major developments in this year's Minneapolis public schools radio activity, says the *Minneapolis School Bulletin* of March 16. An innovation in the public-schools broadcasting in that city this year has been "Our Community" series which features two broadcasts a month in the field of community civics, with dramatized programs by students from primary to junior high levels.

### Visitation Program

"During the past year," according to the Thirty-third Biennial Report of the Superintendent of Public Instruction of Oregon, "the State department has undertaken, through its director of elementary education, a program of visitation that will take in every county in the State. From 3 to 5 days are spent in each county visiting the schools with the county superintendent and conferring with him about the work and problems of the schools. Reports of these visits and recommendations for improvements in the schools are then made. Meetings with teacher groups are also arranged. In some counties conferences with school board members and clerks have also been held. The study of rural schools by this method of extensive samplings in all the counties will be used as a basis for formulating a further program of improvement and help."

### North Carolina Report

"The Cost of Public Education" is the title of the February number of *State School Facts*, a monthly publication of the State superintendent of public instruction of North Carolina. This issue of that paper shows the expenditures for public education in North Carolina for a number of recent years, both by objects and items, and analyzes both the sources of funds and expense of current opera-

tion of the schools for the year 1937-38. According to the publication, the State in 1937-38 provided 83.5 cents and the local units 16.5 cents of each dollar used for current expense purposes. The 83.5 cents of each dollar used for public schools from State funds came from the following sources: 24.6 cents from income taxes; 24 cents from sales taxes; 17.1 cents from franchise taxes; 5.5 cents from licenses; 4.6 cents from inheritance taxes; 3.3 cents from beverage taxes; 3.3 cents from non-tax revenues, and 1.1 cents from gift and intangible taxes. The 16.5 cents from local funds came from the following sources: 4.9 cents from county ad valorem taxes; 4.5 cents from district ad valorem taxes; 2.7 cents from fines, forfeitures and penalties; and 4.4 cents from poll taxes, dog taxes, interest, tuition, and donations.

### Public Education Costs

A recent study by the New York State Teachers Association on the relationship between average income per family and the average amount per child spent for public education in urban districts of the United States shows that the larger the city the larger the percent of income spent for education. The report of the study explains this fact as follows: "Large metropolitan areas are able to spend more for public education because they have higher average family incomes than the smaller cities . . . The average income in smaller cities is 39 percent less than in the largest urban centers . . . Because their incomes are lower, they probably cannot afford to spend as high a percentage of their incomes for education—the smaller the income the higher the percentage of income taken for food, shelter, clothing, and other life necessities."

### Monthly Pay Roll

The total monthly pay roll of the Pennsylvania Public School Employees' Retirement System for superannuation and disability annuitants amounts to approximately \$310,500.

### Blind School

A nursery school for the blind has been opened as a Work Progress Administration project at the A. L. Holmes elementary school, Detroit, Mich.

### For Foreign Listeners

An American secondary school system has been portrayed by Radio each week since January 12, 1939, by the high school, Brookline, Mass. The World Wide Broadcasting Foundation, aware of the interest abroad in American education arranged the series of broadcasts by which foreign listeners may become more familiar with a typical American

secondary school system. The broadcasts have been through short-wave Station WIXAL, Boston, Mass. They have described various phases of the Brookline High School, such as administration, the curriculum, methods of teaching, and extra-curricular activities.

#### **Administration Problems**

The National Association of Public School Boards and School Board Members is conducting a Nation-wide survey of the outstanding problems confronting public-school administration. Results of the survey are to be reported and discussed at the next annual meeting of the association to be held at Knoxville, Tenn., September 18-19, 1939. This is a comparatively new association but it already has a membership of more than 1,000 local school boards representing every State in the Union. Paul J. Wortman of the Dayton, Ohio, board of education is president of the association, and Lynn Thompson, president of the board of education, Minneapolis, Minn., is secretary-treasurer.

W. S. DEFFENBAUGH



## **In Colleges**

#### **University of Cambridge Summer Session**

The University of Cambridge, Cambridge, England, through the board of extra-mural studies will offer courses of study during the summer vacation. The 1939 summer session will be of 6 weeks' duration. It will open July 5 and close August 16.

Designed principally for college and university graduates, teachers and persons of similar standing, admission will also be granted to students who have a record of adequate study in a college or university for not less than 2 years and are recommended as being suitable and able to benefit by these courses. In addition to the courses that have been offered, courses in history and English literature have been arranged to meet the demands of students from English-speaking countries overseas.

Applications for admission should be made to G. F. Hickson, M. A., Stuart House, Cambridge, England.

#### **Large Proportion Self-Supporting**

Over 45 percent of the Medical School at the University of Michigan are partially or totally self-supporting, according to the president's report for 1937-38. Records show a great variety in types of employment. Thirty-one of the students are clerks or coders, 19 are waiters, 17 are laboratory assistants, and 15 are kitchen helpers. Bacteriologists, chauffeurs, research assistants, salesmen, tutors, and typists are included among medical student workers.

#### **Universities Form Council**

The formation of an "Inter-University Council" to coordinate the educational policies and programs of Ohio's five State universities was announced by their presidents recently through William McPherson, acting president of Ohio State University and chairman of the newly formed organization.

Suggestion for the new council was made by A. H. Upham, president of Miami, "to coordinate in a sound and sensible way the activities and policies of the five State universities, avoiding unwise, unnecessary, and uneconomical duplications of instructional program, personnel, and physical plant."

#### **New Teacher-Training Curriculum**

An enlarged program for teacher-training leading to improvement of the quality of secondary school teachers was announced recently by Dr. Edmund E. Day, president of Cornell University. Beginning this autumn, a new 5-year curriculum for the training of teachers, leading to the degree of master of education, will be launched by the graduate school of education of which Julian E. Butterworth is director.

New courses will be introduced furnishing an integrated understanding of the theory and practice of education. Proficiency in subject matter will be stressed, and candidates will be carefully tested at regular intervals to determine their fitness to become teachers.

#### **Correspondence Course in Nursing**

The University of Texas now offers a degree in nursing education for the ambitious nurse who cannot afford to go to college.

Designed to give hospital nurses the academic training necessary for administrative and supervisory positions, practically all credit on the degree—except that on laboratory—is offered in the division's correspondence courses.

#### **Fellowships for Safety Study**

Fellowships for 19 State highway engineers and State police officers to be given a full year's training at Yale and Northwestern Universities, have been made possible for the 1939-40 academic year by a gift to the Automotive Safety Foundation by Alfred P. Sloan, Jr., chairman of the board of the General Motors Corporation.

#### **Experiment in Legal Instruction**

An experiment in legal instruction in which the classroom is converted into a law office with the actual problems of professional lawyers being solved by students assuming the roles of the office personnel, has proved so successful that the method has been adopted as a permanent policy by the Cornell University Law School.

Third-year students are given the opportunity to enroll in problem courses in seven fields, with Cornell lawyers and other members of the legal profession providing briefs of actual cases in process of litigation and other

legal matters handled by their offices. Started in 1937 with one problem course available, this pioneer method of instruction met with such enthusiasm that the offerings were increased last year and again augmented this year. The problem method of instruction is an attempt to break down the usual student notion that law is divided into water-tight compartments known as courses, and to bridge the gap between the law school and the law office. The law school faculty is seeking to develop a comprehensive concept of the law in the student mind.

WALTON C. JOHN



## **In Libraries**

#### **Sample Room**

The new Oregon State Library Building contains a special school library room with 5,000 volumes recommended for school libraries on its shelves. It is planned to have this room serve as a "sample room," in which teachers may examine books before purchase and where curriculum committees may work. Another feature is that the furniture installed will give school administrators an opportunity of seeing a well-equipped school library.

#### **95 Cents per Capita**

According to figures recently published by the library division of the Minnesota Department of Education, the public libraries in the State spent a total of \$1,397,531 during 1938. On the basis of population actually served, this represents 95 cents per capita; on the basis of the total population of Minnesota, it is 54 cents per capita. The statistics show that 57 percent of the total population has public-library service.

#### **Book Selection Institute**

For teachers in library schools and librarians in service, the graduate library school of the University of Chicago is planning an institute on the problem of book selection, July 31-August 11. Specialists, both within and without the library profession, will cover the various phases of this important part of librarianship and lead the discussions.

#### **Hope for Permanence**

The benefit to libraries of the temporarily reduced postal rates on books was recently acknowledged in a special communication sent to the President of the United States by the American Library Association, following a resolution adopted by its council. The statement pointed out that the reduction is "making the riches to be found in print more easily accessible to readers," and expressed the hope that permanence would be given to the lowered rate which otherwise will end on June 30, 1939.

#### **Aid in Building**

In order to aid building committees and librarians, John Adams Lowe, chairman of the



committee on library architecture and building planning of the American Library Association, has prepared the publication, *Small Public Library Buildings*. In addition to giving critical comments on each building listed, he also has included tables of costs, methods of calculating book capacity, floor plans, and illustrations of exteriors.

RALPH M. DUNBAR



## In the Office of Education

### Honor Conferred

Latvia's highest civil order, "The Order of Three Stars," has been conferred upon Severin K. Turosienski, specialist in comparative education, Office of Education. The tribute was paid to Mr. Turosienski "in view of the valuable service rendered in fostering friendly relations between Latvia and the United States, particularly in the field of education." The symbol of the tribute in the form of a medal has been sent to the Department of State. Mr. Turosienski visited Latvia in 1937.

### Commissioner Speaks

Commissioner of Education, J. W. Studebaker recently addressed the Southeastern Regional Conference on Adult Education at Columbia, S. C. He also spoke before the Annual Institute of Government in Washington, D. C. and presided at the National Conference of Jews and Christians.

The Commissioner addressed the Peoria, Ill., Citizens Forum in celebration of the one-hundredth anniversary of the Lyceum movement on April 28. He also attended a Washington parole conference, a meeting of the American Youth Commission, and the White House conference on children in a democracy.

### Listener Letters

Listener mail response to seven Office of Education radio programs has gone over the half-million mark, according to William Dow Boutwell, chief of the Division of Radio, Publications, and Exhibits in the Office of Education. Since June 22, 1936—333,000 letters have been received on the *World Is Yours Program*. Twenty-three thousand listeners to *Wings for the Martins* program and 77,000 listeners to the *Americans-All-Immigrants-all* program have written to the Office of Education.

### Postage Rate Deadline

June 30, 1939, is the deadline set by the President's Executive order for the trial period of the low postage rate on books. Libraries and superintendents of schools who have not yet written to the Office of Education telling of their experience with the low postage rate should do so before June 30, so that the

information may be included in a report to the President. Many national organizations are hopeful of having the low postage rate continued. The Commissioner of Education recently said, "When we consider that in a single year nearly 200,000,000 books are published in the United States, of which 75,000,000 are textbooks for school use, we can readily appreciate the national educational significance of a ruling that allows us to mail a 2-pound book from New York to California at the same cost as mailing a letter."

### Report Available

An Office of Education report on "Ultra-High Frequency Educational Broadcasting Stations" has been issued in mimeograph form. A limited number of copies are available. Harry A. Jager, Chief of the Occupational Information and Guidance Service in the Office of Education, prepared the report with the assistance of officials of the Federal Communications Commission.

### You Are Invited

Visitors to San Francisco from July 2 to 6, and those attending the National Education Association Convention are invited to visit the Office of Education's booth in the arena of the Civic Auditorium.

JOHN H. LLOYD



## In Other Government Agencies

### National Park Service

Existing fees of the National Park Service have been revised and new fees of a more uniform nature have been established to put the Nation's parks more nearly on a "pay-as-you-use" basis, under a new ruling of Secretary of the Interior Harold L. Ickes.

Rocky Mountain National Park in Colorado, Shenandoah in Virginia, and Grand Teton in Wyoming are among those areas affected. A permit fee of \$1 per year to be collected for each automobile will entitle the owner or driver of the motor vehicle to enter or reenter the particular park as many times as he desires during the calendar year. A special provision is made for Shenandoah where entrance for a single day will be permitted upon payment of a 25-cent fee. The long-established \$3 fee for Yellowstone will entitle the holder to use of roads in Grand Teton. The fees for Zion and Bryce Canyon National Parks have been combined into one fee of \$1 which will admit motor vehicles to both parks.

Under the new ruling, fees are also established in a number of national monuments and other areas. In some cases nominal charges will be made for guide services and elevator operation.

For further information write to the National Park Service, Washington, D. C.

### Office of Indian Affairs

New civil-service examinations for the position of teacher in Indian community and boarding schools are not based upon written performance but upon education and on the extent and quality of the applicant's experience and fitness for the job at hand. Applicants who pass the other phases of the examination are notified, and an oral examination is then provided to further insure adaptability to Indian Service conditions.

The requirements include college training (or for certain posts, comparable music or art training) and specialization in a given field, such as agriculture, rural merchandising, and adult education; plus 2 years of successful full-time teaching experience. Applicants must be under 40 and in good health. Teachers with rural background, the Indian Service feels, can be most effective in helping young Indians to understand and cope with their every-day problems.

Reports from the Indian Service Agency which has been moved from Dania, Fla., back to Fort Myer, Fla., where it was originally located, indicate that more and more Seminoles are learning English, and that the recently completed schoolhouse for Indians near Brighton, Fla., is the first school built at the specific request of the Seminoles.

MARGARET F. RYAN



## Twenty-Six Thousand Teachers

(Concluded from page 275)

week over a 5-week period during the last school year. Upon successful completion of the courses, certificates were awarded by the State department. A number of Massachusetts camps have requested that a 100-hour course, rather than a 10-hour course be given during the coming year.

In the Pocatello District in the Ninth Corps Area a novel experiment in teacher training is being tried. The service of a State agricultural college has been secured, and professors representing several departments of the institution are devising a model course and presenting it to camp instructors. The district educational adviser reports:

"The Utah State Agricultural College is holding a course of 28 weeks duration at Camp Hyrum, Hyrum, Utah. The camp is 10 miles from the college. The course meets 2 hours per week, is held in camp and is given under the supervision of the heads of the various departments of the college. The course consists of the following units: Vocational guidance, adjustment psychology, leadership, and public speaking (an open forum dealing with camp instructional problems wherein the instructors learn to properly express themselves). All foremen, the company commander, the junior officer, the educational adviser, and selected leaders are registered in the course."

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